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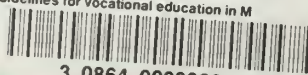
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## PREFACE

The Montana State Plan for Vocational Education is an agreement between the U.S. Department of Education and the Montana Superintendent of Public Instruction as sole state agent for vocational education. It contains planning information and data relating to the operation of the various phases of vocational education qualifying for financial support under the Education Amendments of 1976 (Public Law 94-482).

"Guidelines for Vocational Education Programs in Montana", is published to serve as a supplement to the State Plan and is designed to provide assistance to local administrators and others involved in planning and conducting secondary vocational education programs.

These guidelines have evolved over several years and reflect the consideration of recommendations from many persons and agencies at all levels of vocational education in Montana. Regional and national standards, as well as practices in other states, were reviewed in a quest to design the best pattern for Montana's programs.

These guidelines became effective December 15, 1979 and will be reviewed yearly and revised if necessary to meet emerging needs.



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MONTANA VOCATIONAL EDUCATION PERSONNEL DIRECTORY

OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction  
(Executive Officer for Vocational Education)

Ed Argenbright 449-3654

DEPARTMENT OF VOCATIONAL EDUCATION SERVICES

Gene Christiaansen, Assistant Superintendent 449-2410

Alvin Chytka, Executive Assistant 449-3036

Specialists

Redina Berscheid Marketing & Distributive/  
Coop Programs 449-3036

Leonard Lombardi Agriculture Education/FFA 449-2059

Marion Reed Business & Office/OEA 449-2059

Mary Elizabeth McAulay Consumer & Homemaking Education,  
Wage Earning Home Economics  
FHA/HERO 449-2059

Jeff Wulf Trade & Industrial Education  
Industrial Arts/VICA 449-2410

Barbara Crebo Special Needs  
(Disadvantaged/Handicapped)  
Health Occupations Education 449-3036

James Whealon Human Potential Development  
Displaced Homemakers 449-3036

Montez Briggs Vocational Guidance Services/  
Montana VIEW (Vital Information  
for Education & Work) 449-2410

Robert Ruthemeyer State Plan/Research/Reports 449-2410

Office of Public Instruction address: Room 106, State Capitol  
Helena, MT 59620

Toll free education hot line: 1-800-332-3402



STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

1228 11th Avenue  
Helena, MT 59620  
449-2964

Kathryn Penrod, Executive Director

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## PART 1: DEFINITIONS AND PHILOSOPHY

### 1. VOCATIONAL EDUCATION: FEDERAL DEFINITIONS

Federal regulations<sup>1</sup> provide the following definitions:

Vocational Education means organized educational programs which are related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, "organized education programs" means only:

- A. instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and
- B. the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment.

Vocational Instruction means instruction which is designed to prepare individuals upon its completion for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially suited to the needs of those engaged in such occupation or occupations. Such instruction may include:

- A. classroom instruction;
- B. classroom related field, shop, and laboratory work;
- C. programs providing occupational work experiences, including cooperative education and related instructional aspects of apprenticeship programs;
- D. remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction; and
- E. activities of vocational student organizations which are an integral part of vocational instruction, subject to the provisions in Paragraph 104.513.<sup>2</sup>

### 2. VOCATIONAL EDUCATION IN MONTANA

The above definitions are also listed in the policies of the Montana Superintendent of Public Instruction showing consistency between state and federal criteria that govern the use of funds for vocational education. The acceptance of federal definitions indicates commitment to programs that meet the objective of preparing individuals for employment.

1 Federal Register, Vol. 42, No. 191, October 3, 1977, page 53,865.

2 Ibid, page 53,844.

Vocational education in Montana is offered at the five postsecondary vocational-technical centers in Billings, Butte, Great Falls, Helena, and Missoula. Programs of postsecondary vocational education are also offered at community colleges in Glendive, Kalispell, and Miles City, and at Northern Montana College in Havre. Effectiveness of these programs is gauged largely on the rate of successful job placement of students when they complete instruction.

Many of the state's local school districts operate secondary programs and some offer adult vocational education and related apprenticeship training. Teacher education projects are conducted at three college campuses while special projects are funded at various locations including state institutions and Indian reservations.

State and federal funding support for vocational education at the various levels is by approval of the Office of Public Instruction. The Superintendent of Public Instruction serves as executive officer for vocational education and heads a state level staff which administers vocational education under the procedures of the Superintendent.

### PHILOSOPHY

It is the philosophy of the Montana State Superintendent of Public Instruction that vocational-technical education and prevocational education opportunities shall be provided to persons who desire and can benefit from vocational education opportunities irrespective of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin. Vocational education courses and programs shall be conducted to encourage the full development of the interests, aptitudes, skills and capacities of all persons in the preparation for paid and unpaid occupational opportunities that require less than a baccalaureate or advanced degree, and inclusive of the training and retraining of adults.

It shall further be the philosophy of the Montana State Superintendent to adopt and administer policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with applicable federal guidelines and requirements for vocational education and funded to ensure growth and quality programming.

Starting with Part II, this booklet contains criteria for approval of programs in the various service areas and includes minimum requirements. These are designed to ensure that programs will possess vocational characteristics and, further, will contain descriptions of what courses may be considered for approval when designed properly. CAPITALIZED PORTIONS ARE TAKEN DIRECTLY FROM RULES PRINTED IN THE MONTANA ADMINISTRATIVE REGISTER AND ARE MANDATORY. Additional information contained in each section should prove helpful in conducting quality programs.

PART 11: GENERAL REQUIREMENTS OF  
SECONDARY VOCATIONAL EDUCATION PROGRAMS  
10.44.201

The following requirements are common to vocational programs of Agricultural Education, Business and Office Education, Distributive Education, Health Occupations, Trade and Industrial Education, and Wage Earning Home Economics. Specific requirements for each area are covered in Part III, as are requirements for Consumer Homemaking and Industrial Arts. Special Needs, Guidance and Counseling, Office of Civil Rights, Cooperative Programs, and Sex Equity in Vocational Education are found in parts IV through VIII.

Approval of secondary vocational education project proposals will be based generally on consideration of evidence that these criteria are met:

1. THE PROGRAM MUST HAVE THE PRIMARY OBJECTIVE OF DEVELOPING SKILLS LEADING TO EMPLOYMENT AS WELL AS ENTRY INTO ADVANCED VOCATIONAL TRAINING.

The following further defines "skills leading to employment":

- a. Develop pride in work and a feeling of self-worth.
  - b. Learn to respect and get along with people with whom you work and live.
  - c. Gain information needed to make job selections.
  - d. Develop skills to enter a specific field of work at the entry level, or enter further training for a more advanced level of employment.
2. SPECIFIC OBJECTIVES MUST BE DEFINED IN TERMS OF SKILLS TO BE DEVELOPED AND RELATED TO A SPECIFIC OCCUPATION BY UNITED STATES DEPARTMENT OF EDUCATION COURSE CODE NUMBER.

The general goals of a secondary system of vocational education may be to provide entry level training in a specific occupation. This is a very broad goal, too broad for the classroom. It applies to the program as a whole. A more specific goal must be developed at the course/classroom level.

The U.S. Department of Education course code numbers are used to identify the specific goals a course is intended to provide. The specific goals are to be further defined as job competencies completed as part of job performance.

3. THE PROGRAM MUST BE BASED ON THE VOCATIONAL EDUCATION NEEDS OF STUDENTS IN THE AREA. A NEEDS ASSESSMENT MUST BE MADE DURING INITIAL PLANNING. PROGRAM INFORMATION MUST BE PROJECTED FOR A FIVE-YEAR PERIOD.

Vocational program planning begins with an analysis of the labor needs of business and industry as well as an analysis of student interests and needs. Needs assessment refers to the process of establishing what should be, determining what is, measuring the difference between the two, and reporting the needs.



What should be: is the desired/required behavioral outcome for those on whose behalf the study is being done.

What is: is the current behavior of those being studied as compared to the desired behavior.

Need: is the difference identified as a result of comparing what should be with what is.

4. PROGRAMS MUST BE DEVELOPED AND CONDUCTED IN CONSULTATION WITH AN ADVISORY COMMITTEE. THE COMMITTEE MUST INCLUDE MEMBERS OF BOTH SEXES FROM BUSINESS, INDUSTRY, AND LABOR. IT SHOULD REPRESENT A CROSS SECTION OF MEN AND WOMEN ACTIVE IN THE OCCUPATION. MINORITIES RESIDING IN THE AREA SERVED BY THE COMMITTEE MUST BE APPROPRIATELY REPRESENTED.

A listing comprised of the names and addresses of all current advisory committee members should be made available to school, community, and state personnel. In addition, advance notice of committee meetings should be made available for school, community, and state office information. Committee meeting minutes are to be maintained for future reference (documentation) purposes. (See Standards for Advisory Committees.)

5. INSTRUCTION MUST BE BASED ON AN ANALYSIS OF SKILLS AND KNOWLEDGE REQUIRED IN THE OCCUPATION.

The first step in developing instructional objectives when following the job analysis approach is to locate or prepare a job description for the occupational training to be taught. The job description provides a basis for a detailed task analysis.

The purpose of a task analysis is to determine an adequate definition of the job so that effective instructional objectives and learning activities can be developed. Completed task statements may be obtained from other sources and adopted to your needs, or you can develop your own utilizing employers and supervisors from industry as resources.

6. THE PROGRAM MUST DEVELOP LEADERSHIP AND CHARACTER THROUGH ACTIVITIES THAT ACCOMMODATE THE TRANSITION FROM SCHOOL TO JOB. VOCATIONAL STUDENT ORGANIZATIONS (FUTURE FARMERS OF AMERICA [FFA] AND DISTRIBUTIVE EDUCATION CLUBS OF AMERICA [DECA]) ARE REQUIRED FOR VOCATIONAL AGRICULTURE AND MARKETING AND DISTRIBUTIVE EDUCATION RESPECTIVELY. STUDENT ORGANIZATIONS IN OTHER PROGRAMS ARE HIGHLY RECOMMENDED.

Leadership and character are among the terms that are used to describe the traits needed by individuals to be successful in jobs and life roles. Every vocational education program must provide opportunities for the development of not only the needed skills and knowledge to perform job tasks, but also for the development of proper personal attributes and attitudes. Examples of these traits are:

- a. organizational ability
- b. communication skills
- c. sense of responsibility
- d. respect for the dignity of work
- e. ability to work as part of a group
- f. self-confidence
- g. pride in craftsmanship
- h. belief in and ability to use the principles of democracy
- i. integrity
- j. interpersonal skills
- k. knowledge of proper work ethics.

Vocational education program objectives need to specifically outline student outcomes dealing with these topics and others that develop leadership and character. Organized instructional activities for meeting the objectives should then be conducted as an integral part of the program.

Vocational student organization activities have proven to be an effective teaching tool in meeting these objectives. In addition, they strengthen and enhance the program in many ways. Marketing/Distributive Education and Vocational Agriculture programs must conduct student organization activities. It is strongly recommended that other programs make use of these activities as well. Full programs of activities are available through FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) for home economics programs, OEA (Office Education Association) for business and office education, and VICA (Vocational Industrial Clubs of America) for industrial education and health occupations programs.

7. PROVISION MUST BE MADE FOR VOCATIONAL GUIDANCE WHICH SHALL INCLUDE, BUT NOT BE LIMITED TO, OCCUPATIONAL INFORMATION AND CAREER COUNSELING.

Vocational guidance is the process of assisting individuals to understand their capabilities and interests, to choose a suitable vocation and to prepare for employment, and to make successful progress in employment. Five principle elements are: placement, follow-up, career information, testing, and counseling.

The initiation of aptitude, achievement, career interest, and personality testing will provide information necessary to the counseling process. Students usually will need assistance in effectively understanding the information about themselves resulting from the testing process. A career information resource center is essential to a vocational guidance program and will enhance the career counseling activity. Information should be identified and organized in a manner that provides easy usability for students. A variety of occupational and career materials should be available to provide students exposure to a wide range of opportunity.

8. STUDENTS MUST BE SELECTED FOR ENROLLMENT ON THE BASIS OF THEIR INTEREST IN THE OCCUPATION AND THEIR ABILITY TO PROFIT FROM THE INSTRUCTION. PREREQUISITE COURSES ARE REQUIRED WHICH PROVIDE STUDENTS WITH INFORMATION AND EXPERIENCE TO MAKE SOUND CHOICES OF OCCUPATIONS AND ADVANCED TRAINING.

As the characteristics of the students taking the class are determined and the course objectives are developed, the required prerequisite capabilities of the enrolled students become obvious. Prerequisite capabilities are those abilities (knowledge, attitudes and skill) which an instructor assumes students already possess before they enter the course.

The problem is to determine which skills, knowledge and work-related attitudes are essential prerequisites:

- a. physical characteristics (arms, legs, sight, hearing, speech, mobility)
- b. learning ability (learning speed, memory, reaction time)
- c. basic skills (reading, writing, arithmetic)
- d. work-related attitudes and skills (people, objects, safety).

Some courses will require different levels of each characteristic; thus a rating system must be used to determine the importance of each.

9. INSTRUCTORS MUST BE OCCUPATIONALLY COMPETENT AND CERTIFIED IN THE VOCATION TO BE TAUGHT.

Usually the ideal person for the job is one who has:

- a. relevant work experience (in the trade area)
- b. the appropriate number of years of work experience
- c. attained the minimum amount of education (degree, etc.)
- d. completed the preferred major area of study
- e. appropriate/required teaching experience (number of years, grade level, subject matter)
- f. the appropriate/required certification
- g. the desirable/necessary personality characteristics or attributes
- h. the amount of staff time necessary (full-time or part-time).

In addition, it may be advantageous for the person to provide the following information:

- a. philosophy toward the vocational program
- b. attitude toward occupational area and instructional programs
- c. skill possessed by the candidate
- d. assessment of the candidate's strengths and weaknesses.

10. INSTRUCTIONAL EQUIPMENT AND FACILITIES ARE TO BE COMPARABLE TO THOSE USED IN THE OCCUPATION; ADEQUATE FOR THE MAINTENANCE OF ACCEPTABLE EDUCATION, HEALTH AND SAFETY STANDARDS; AND CAPABLE OF ACCOMMODATING MALE, FEMALE, AND HANDICAPPED STUDENTS.

The time to specify facility, equipment, and supply needs is after the course performance standards, instructional objectives, methods of instruction, and evaluation procedures have been identified. Primary consideration should be given to:

- a. the expected number of students to be enrolled (total and per class)
- b. the name of the course and program to be offered



- c. the instructional methods to be used (classroom, laboratory, on-the-job training, etc.)
- d. the equipment and tools that will be used (specify name, quality, number)
- e. climate control necessary (window space, ventilation, air conditioning, heating)
- f. facility (lighting, access, door size, electricity, washroom, etc.).

11. PROVISIONS MUST BE MADE FOR JOB PLACEMENT, ANNUAL FOLLOW-UP OF PROGRAM COMPLETERS, AND PROGRAM EVALUATION.

The Department of Vocational Education Services encourages each school district to designate a central contact person to provide employment and advanced training information/opportunities to students about prospective employers and institutions. The school representative should make business and industrial contacts outside the school on a regular basis as part of a job development activity. Job development is the process of seeking and identifying potential jobs to be matched with graduates and/or identifying employers who are willing to hire vocational high school graduates (with job skills) as jobs become available within their organization.

In addition to placement, it is important that the long-term effects of curriculum on the knowledge and performance of graduates be evaluated. School districts can do this by conducting follow-up studies of graduates and their employers. Questions to be answered would include: what are the long-term effects of the curriculum; do the objectives and program content enable students to meet the job demands of the industry; does the mastery of course objectives indicate a likelihood of successful job placement and performance; and how can the curriculum be improved?

The Department of Vocational Education Services has implemented a statewide vocational student follow-up system. The state has been divided into three regions, with one region being designated as a selective sample each year on a three-year cycle. Local districts will identify graduates and the mechanics of conducting the follow-up will be done by the state division.

12. THE MAXIMUM NUMBER OF STUDENTS PER CLASS SHALL BE DETERMINED BY THE WORK BEING DONE, EQUIPMENT BEING USED, EASE OF SUPERVISION, SAFETY FACTORS, SPACE AND RESOURCES AVAILABLE, AND THE NEEDS FOR INDIVIDUAL STUDENT INSTRUCTION. CLASS SIZE MAXIMUMS ARE GIVEN FOR EACH PROGRAM UNDER ITS SPECIFIC REQUIREMENTS. APPROVAL FOR A LARGER CLASS MUST BE OBTAINED IN ADVANCE AND WILL BE GRANTED ONLY WHEN EVIDENCE SHOWS THAT ADEQUATE PROVISIONS HAVE BEEN MADE TO ENSURE THAT THE LARGER NUMBER WILL NOT HINDER THE SUCCESS OF THE PROGRAM. DEFICIENCIES IN SOME FACTORS MAY DICTATE A SMALLER NUMBER OF STUDENTS PER CLASS.

The Department of Vocational Education Services, Office of Public Instruction, recognizes the need for class size to be determined by the local agency. The department also recognizes the need for minimum standards to ensure quality vocational opportunities and safe learning environments for secondary students enrolled in vocational programs.

Maximum class size requirements have been established allowing for such factors as: staffing patterns, methods of instruction, facility and equipment availability.

13. PROGRAMS MUST BE PLANNED WITH REGARD FOR HOW THEY WILL RELATE TO OTHER EMPLOYMENT AND TRAINING PROGRAMS CONDUCTED IN THE AREA.

Annual and five-year local plans are to reflect the type and amount of coordination taking place between vocational, employment, and training programs. This effort is intended to eliminate duplication as much as possible yet provide adequate vocational training for youth. Specific information may include: the number of students served by sex and race; the number of students completing the program; the number placed in employment or further training; types and numbers of programs offered; number of staff involved; type of facilities available; amount of expenditures.

14. PROVISIONS MUST BE MADE TO ENSURE EQUAL ACCESS TO ALL PROGRAMS BY FEMALE, MALE, AND HANDICAPPED STUDENTS; TO REVIEW, EVALUATE AND REPLACE SEX-BIASED LEARNING MATERIALS; TO MAKE FACILITIES AND EQUIPMENT AVAILABLE FOR ALL STUDENTS; TO PROVIDE GUIDANCE AND COUNSELING, ESPECIALLY FOR STUDENTS CHOOSING TO ENTER NONTRADITIONAL OCCUPATIONS; AND TO SEEK JOB PLACEMENT DEPENDENT ON THE STUDENTS' ABILITIES, NEEDS, AND INTERESTS RATHER THAN ON CULTURAL OR SEX STEREOTYPES. APPLICATIONS SHALL DESCRIBE PROCEDURES IN EFFECT OR ONES THAT WILL BE PUT INTO EFFECT TO ENSURE THAT THESE REQUIREMENTS ARE MET.

Local districts are required to submit five-year and annual plans which include policies and procedures that will be followed to assure equal access to vocational education programs for anyone who desires them. Major concerns to be addressed are:

- a. equal access to vocational education programs by males and females
- b. recruitment and enrollment patterns
- c. membership of advisory councils
- d. guidance and counseling services
- e. curriculum materials based upon human needs rather than tradition
- f. involvement of women in developing and administering proposals, projects, and programs.

15. THE SCHOOL WILL PARTICIPATE IN THE MONTANA VOCATIONAL EDUCATION INFORMATION SYSTEM BY PROVIDING INFORMATION AS REQUIRED.

In addition to general program information, the Department of Vocational Education Services has implemented a secondary vocational information system. The system requires local districts to identify the graduates to be followed-up as well as their program involvement. The division will conduct the study and maintain a bank of graduate data. The study encompasses a three-year cycle which necessitates one-third of the state being used as a selective sample each year. Local districts will complete the Student Enrollment Report and the 12th Grade Data Cards.

16. EACH PROGRAM SHALL CONDUCT A YEARLY SELF-EVALUATION AND SUBMIT A COPY TO THE OFFICE OF PUBLIC INSTRUCTION. THE PROGRAM SHALL COOPERATE WITH THE OFFICE OF PUBLIC INSTRUCTION IN A THOROUGH TEAM EVALUATION WHICH WILL BE CONDUCTED AT LEAST EVERY FIVE YEARS.

The evaluation process has been developed to provide school districts a means of determining the status and needs of their vocational programs. The process is designed to help accomplish the following objectives:

- a. identification of the strengths which may be used as a basis for continued growth and development
- b. the formulation of plans for improvement, development, and expansion
- c. identification of those parts of the program that warrant specific attention.

Major Goal #1

Determine the management effectiveness of the comprehensive vocational education program.

- a. needs assessment (community and student interest)
- b. goals/planning (philosophy, goals, and objectives)
- c. implementation (administration/management/instructor practices/vocational guidance services)
- d. product (placement, follow-up, occupational information)
- e. evaluation (systematic on-going process at the local level).

Major Goal #2

Determine the effectiveness of the occupational courses in various vocational disciplines (agriculture, business and office, marketing, health occupations, home economics, industrial arts/trades and industry).

Major Goal #3

Determine the effectiveness of the sequence and exploratory levels.

17. LOCAL EDUCATIONAL AGENCIES MUST USE VOCATIONAL EDUCATION FUNDS TO SUPPLEMENT (ADD TO, ENHANCE) LOCAL FUNDS TO IMPROVE VOCATIONAL PROGRAMS. FUNDS WILL NOT BE APPROVED WHEN IT HAS BEEN DETERMINED THAT SUPPLANTING (REPLACING) OF LOCAL FUNDS WILL OCCUR. A SCHOOL MUST NOT DECREASE THE AMOUNT SPENT IN THE VOCATIONAL PROGRAM FROM ONE YEAR TO THE NEXT, FIGURED EITHER ON AN AGGREGATE OR PER STUDENT BASIS, UNLESS "UNUSUAL CIRCUMSTANCES" EXIST, SUCH AS LARGE EXPENDITURES IN PREVIOUS YEARS FOR EQUIPMENT.

State level vocational education program specialists will review secondary program applications (by program area) to determine if past funding levels have been maintained. Each approved project will submit a certified expenditure report to the Department of Vocational Education Services at the close of the academic year (before July 15). Each program's expenditures will be verified by the state level



program specialist. Verified actual expenditures will then be compared with expenditures of previous years to determine if the fiscal effort has been maintained.

18. ACCOUNTING PROCEDURES MUST USE STANDARD SCHOOL ACCOUNTING CODES. A YEARLY CERTIFIED EXPENDITURE REPORT WILL BE SUBMITTED SHOWING THE ACTUAL EXPENDITURE OF FUNDS COMPARED TO THE LAST APPROVED BUDGET. RECORDS WILL BE KEPT LOCALLY FOR AUDITS. THESE RECORDS WILL INCLUDE INVOICES, PURCHASE ORDERS, WARRANT NUMBERS, AND OTHER DOCUMENTS. RECORDS FOR FUNDED PROGRAMS BY SIX-DIGIT COURSE CODES WILL BE SEPARATED FROM NON-FUNDED PROGRAMS.

The accounting codes should be used for secondary vocational education programs in preparation of the estimated budget for vocational education projects and when preparing the certified expenditure report.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized (funds are to be spent in those program areas which generate the funds). In no case should an expenditure or commitment to purchase be made prior to project approval.

#### SECONDARY VOCATIONAL ACTIVITIES CALENDAR Fiscal Year July 1 to June 30

July 15	Certified Expenditure Reports for previous fiscal year due at Department of Vocational Education Services.
October 1	Vocational Program Enrollment Reports due at Department of Vocational Education Services.
November 1	Secondary Excess Cost Funding Reimbursement due at local districts.
February 8	Request for proposals utilizing upcoming fiscal year federal funding due at Department of Vocational Education Services.
February 15	Second semester Vocational Program Enrollment Reports due at Department of Vocational Education Services.
April 20	12th grade blue cards (follow-up) due at Department of Vocational Education Services.
April 27	Secondary Vocational Project Proposals due at Department of Vocational Education Services.
May 18	Extensions for current year federal projects due at Department of Vocational Education Services.

## SECONDARY VOCATIONAL EDUCATION APPLICATION PROCEDURES

To apply for Secondary Vocational Program Excess Cost Funding, schools must submit to the Superintendent of Public Instruction:

- A. Local Plan for Vocational Education (VZ0382)  
Submit for participation in funded vocational education programs. The local plan narrative should include all vocational education programs planned for the five-year planning period (do not write separate narratives for each program area).
- \*B. Proposal for a New Secondary Vocational Education Program (VZ0282)  
Submit for each new secondary vocational education program (agriculture, distributive education, health occupations, consumer homemaking, home economics wage earning, business and office, trades and industries and industrial arts).
- C. Secondary Vocational Education Student Enrollment Report (VZ0382)  
Submit for each approved vocational education class. Report each class on a separate form. The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and special condition.
- D. Certified Expenditure Report for a Vocational Education Project (VZ0582)  
Report the actual expenditures for the fiscal year for each approved vocational education program. With the completion of this report, a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that adequate records are retained in the district office for audit purposes.
- \*E. Proposal for Renewal of a Secondary Vocational Education Program (VZ1082)  
This form may be submitted in lieu of Proposal for Secondary Vocational Education Program (VZ0282) if the program is ongoing (approved for funding the previous year).
- F. Authorization of Vocational Education Personnel (VZ1182)  
Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.
- G. Addendum for Cooperative Vocational Education Program (VZ1281)  
Submit for each program utilizing the cooperative training method of instruction.
- H. Program Appraisal for Vocational Education Programs (VZ0482)  
The program appraisal form is to be completed by designated personnel (i.e., administration, instructors, and advisory committee members) and be inclusive of all approved vocational education and industrial arts programs. This assures the Office of Public Instruction that local program evaluations take place on an annual basis in accordance with the approved program standards.

Schools desiring to participate in the state's excess cost funding for secondary vocational education/industrial arts programs must have operated the program for at least one year on approved status prior to receiving funding.

The previous procedures have been promulgated by the Superintendent of Public Instruction in compliance with Montana statutes and shall be the governing rules for approval and distribution of monies.

#### SECONDARY VOCATIONAL PROGRAM EVALUATION

THE ADMINISTRATIVE RULES OF MONTANA, 10.44.129 PROGRAM EVALUATION, STATES: "EVALUATION SHALL BE AN INTEGRAL PART OF MONTANA'S VOCATIONAL EDUCATION SYSTEM. (1) THE STATE DIRECTOR OF VOCATIONAL EDUCATION SHALL EVALUATE SCHOOL PROGRAMS APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION."

In an attempt to comply with the above rule, the Department of Vocational Education Services proposes the following procedures for secondary vocational program evaluation.

The project application and renewal process utilizes a three-year cycle (an annual local plan and two annual renewal plans). In order to be consistent, the program evaluation process will also utilize a three-year cycle. To facilitate this endeavor, the state of Montana has been divided into three regions (western, central and eastern).

One region is targeted for program evaluations each year (1982-83, Western Region; 1983-84, Central Region; and 1984-85, Eastern Region). Program evaluations will consist of either an on-site visitation or a conference telephone call. The conference call will provide the local education agency an opportunity to identify how previous program evaluation recommendations have been addressed. The local agency will complete the self-evaluation report and provide a copy to the Office of Public Instruction prior to the scheduled conference call or on-site visitation. If a school has not received an on-site evaluation within the previous two-year period, they will be scheduled for an on-site evaluation.

Accountability for the distribution of vocational funds as well as the desire for additional planning and improvement of local vocational programs, requires the Department of Vocational Education Services to 1) conduct an annual program evaluation (either a conference call or on-site visit) or 2) receive an annual program appraisal from the local district as part of the project application process. All schools in the state with approved vocational projects will receive at least one on-site team evaluation during each five-year planning cycle.

#### Project Probation

A secondary vocational project may be placed on probation for:

- a. not adhering to specific program standards (10.44.202-210)
- b. not adhering to general program standards (10.44.201)
- c. non-compliance with Civil Rights and/or sex equity requirements
- d. inappropriate expenditures
- e. non-compliance with reporting deadlines.



Placing a project on probationary status means a project has not met one or more of the identified criteria. If the project is an ongoing (previously funded) project, the school has a specific period of time to correct the deficiency and meet or exceed the standard. When the condition is corrected and the standard met, the probationary status is removed and the project is approved for future funding.

If the condition is not corrected within the specified time frame and the standard is not met, the project will not be approved for vocational excess cost funding the following year and a payback may be necessary.

New programs (those requesting vocational funding for the first time) will not be eligible for excess cost funding until they have been in operation as approved programs for one year. If the program meets or exceeds the above standards during the first year of operation, it will receive funding the second year.

#### SECONDARY VOCATIONAL STUDENT FOLLOW-UP INFORMATION

The Administrative Rules of Montana, 10.44.201 General Requirements, Rule Number 12 requires provisions shall be made for job placement, annual follow-up of program completers and program evaluation. Rule 10.41.120 State Vocational Education Information System requires institutions offering vocational education programs and/or courses shall provide information to the state director for a state education information system.

In an attempt to comply with the above rules, the Department of Vocational Education Services has implemented a secondary vocational student follow-up and information system. The system provides data relating to placement, student assessment, and employer satisfaction with vocational programs. Employers of former vocational education students are asked to rate several factors relating to technical knowledge and work attitude as "acceptable" or "needs improvement." Likewise, former students are asked to provide comments about their school and program in order to provide for program improvement.

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide vocational system. If a teacher, school, or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

#### Specific Purposes of Student Follow-Up:

1. to determine attitudes toward local schools regarding job training, job placement, preparation for further training, and general satisfaction by former students and employers
2. to develop justification for continuation or modification of existing programs or implementation of new ones
3. to evaluate existing instructional methods and provide an input source for improvement in order to update and maintain relevant vocational training programs.

The Secondary Vocational Student Follow-Up System will utilize the Western, Central, and Eastern regional reporting schedule. One region is designated as the selective sample each year of a three-year cycle.

Student enrollment data will be collected statewide each year as a basis for excess cost funding as well as the follow-up system. Those schools in the designated reporting region will report 12th grade students who are enrolled in a vocational or industrial arts program for follow-up purposes (blue cards).

The names and addresses of the 12th grade enrollees will be retained in the information bank of the office computer. Approximately one year later the 12th grade students and their employers will be asked to complete a follow-up questionnaire generated by the Department of Vocational Education Services.

All data received from graduates and employers will be compiled and stored in the office computer. Local schools will be provided with summaries of data for their school and a summary of regional data. The elements of the follow-up system are: (see appendix for samples)

Vocational Education Student Enrollment Report identifies by name, grade level, and class all students enrolled in an approved vocational class in each school;

Twelfth Grade Data Card identifies by name and address all 12th grade students enrolled in an approved vocational class, their area of preparation, future goals and occupational objective;

Vocational Graduate Questionnaire provides graduates an opportunity to respond to questions designed for program review and improvement of the vocational program they were enrolled in;

Employer Questionnaire provides employers of program graduates an opportunity to respond to questions designed for program review and improvement based upon the training their employee received in school.

## STANDARDS FOR LOCAL VOCATIONAL ADVISORY COMMITTEES

### 1. SCOPE

A vocational advisory committee is a group of persons, the majority of which are outside the education profession, who are representative of the community and are recognized and respected in their fields of work. They advise and assist decision makers on the building and maintenance of sound vocational education programs based on the real needs of the community, region, state, or nation.

Vocational education is charged with supplying the occupational needs of society; consequently, it must be aware of both current and future needs in today's fast-changing industrial world.

To offer vocational courses that do not provide an awareness of today's work place needs is to do students a grave disservice. One way to provide this awareness is to develop a high level of cooperation and communication through the use of local advisory committees.

The committee's primary function is to assist the educational unit in providing education that will be of value to students upon their entry into the world of work.

## 2. OCCUPATIONS TO BE SERVED

A vocational advisory (craft) committee should be approved by the school board for every vocational program. This will provide for industry-specific advice and assistance to the vocational teacher. An overall vocational advisory committee would then be composed of representatives of the craft committees to relay vocational advice to the board and administration and to assist in overall vocational projects such as student follow-up, community needs assessment, etc.

In schools where there are limited vocational offerings and enrollments, one general advisory committee with members who represent each program area may be utilized.

## 3. REQUIREMENTS

A. General Functions. The committee is a mechanism for providing collective advice, recommendations, and service to the educational unit, its students, teachers, administrators, and constituents.

The purpose and functions include advisement and assistance in the following:

1. annual and long-range vocational planning (projections for courses, enrollments, expenditures, etc.)
2. curriculum content
3. equipment, facilities, and instructional resources
4. student recruitment, placement, and career guidance
5. community public relations
6. community resources (field trips, speakers, etc.)
7. employment and community needs
8. program review and evaluation
9. professional development (teacher updating)
10. youth groups

B. Organization and Content. Operation of both total program committee and individual program committees includes the following components:

1. Policies and procedures--or bylaws should be developed locally. These should include the minimal procedures needed for efficient and effective committee operation.
2. Officers--should be lay people elected by the committee from the committee membership. The chairpersons should work closely with the school, preside at meetings, appoint subcommittees and represent the committee to other groups. It is recommended that the officers be a chairperson, vice-chairperson, and secretary. Clerical support should be provided by the local school.



3. Number of meetings--should be determined locally, based upon necessity. It is recommended that quarterly meetings be held, with a minimum of two meetings.
  4. Agenda--should be formulated and distributed to the membership and interested persons prior to the meetings. The agenda is the responsibility of the officers, the administrator responsible for vocational education and the vocational teacher.
  5. Minutes--should be recorded for each meeting, distributed to the membership, filed in the administrative offices, and made available to the administration and the board.
  6. Committee reports--should be kept, and the advisory committee should submit a brief annual report to the board stressing recommendations for improving the vocational program. To maintain open communication in advisory committees, representatives should attend all Board meetings and vice versa.
  7. Committee goals and objectives--should be developed by the advisory committee annually and reviewed periodically.
- C. Facilities/Equipment/Resources. Offer advice on proper industry-type equipment/facilities for vocational programs.
- D. Student Organizations. Assist with youth group activities.
- E. Certification and Qualifications. Membership of the total program advisory committee and individual program committees will vary in the scope of qualifications and number of people needed. Consideration of membership includes the following:
1. Qualifications--The advisory committee should include lay people from the community who possess expertise and work experience necessary to meet the purpose and to carry out the functions of the committee. Consideration should be given to recent graduates of programs as members as well as a balance of employer and employees in the skill area.
  2. Selection--Advisory committee members should be appointed by the board from nominations made by the administration in consultation with the administrator responsible for vocational education and the vocational instructor. A balance of male/female, employer/employee shall be maintained where feasible.
  3. Number--The size of the advisory committee must be determined locally. Consideration should be given to the function of the committee, size of vocational program, and size of the community. (The reported average size of overall vocational advisory committees is 7-10. Individual program or craft committee membership tends to be fewer in number, generally 3-5.)
  4. Term--A systematic procedure of replacement shall be established at the beginning of the school year. The membership terms should be staggered to allow for new members while retaining a one-third ratio of experienced representatives to help maintain continuity. A three-year membership term is recommended.

- F. Length of Service/Period of Service. Advisory committees should provide advice and assistance throughout the school year. Committees may wish to meet prior to school or during the summer to assist in finding job training sites or organizing youth activities, etc.
- G. Sex Equity. A balance of male/female membership for committees should be maintained where feasible. An advisory committee program of work should encourage awareness of opportunities in all vocational programs for both sexes.
- H. Cooperative Education. Advisory committees can assist in the development of quality training stations in the community for the placement of cooperative education students.
- I. Special Needs. Advisory committees can advise and assist in the vocational training and job placement of special needs students.

#### RESOURCES

- 1. Slide/tape--"Purposes and Functions of Advisory Committees," prepared by Jeff Dietz, Montana State University, Bozeman, Montana; available on loan basis from Montana Advisory Council for Vocational Education, 1228 11th Avenue, Helena, MT 59620, (406) 449-2964.
- 2. Vocational Education Advisory Committee Handbook. 1982 revised edition, Montana Advisory Council for Vocational Education. (Call or write for free copy.)
- 3. Advisory Committees in Action, Cochran & Cochran, 1980 (\$16.76), (#2366614).  
Allyn and Bacon Publishers  
Longwood Division  
470 Atlantic Avenue  
Boston, MA 02210





PART III: SPECIFIC REQUIREMENTS OF  
VOCATIONAL PROGRAMS, Sections 120, 150

Part III outlines the distinguishing characteristics and specific requirements of the individual vocational program areas.

While these criteria are fairly definitive and will be helpful in the design and conduct of programs, it is recognized that each local program will have its own peculiar circumstances that affect planning. The vocational staff members in the Office of Public Instruction (see Directory, page iii) are available for consultation and will provide assistance in any way possible. Local educational agencies are encouraged to use the resources available from state specialists to help in developing and operating the best possible program under prevailing circumstances.

CRITERIA FOR THE APPROVAL OF SECONDARY  
AGRICULTURE EDUCATION PROJECT APPLICATIONS

A. SCOPE

Vocational education in agriculture/agribusiness/FFA (Vo-Ag) at the secondary level is an instructional program designed for boys and girls in grades 9-12 who wish to develop agricultural occupation competencies and to meet the employment demands for persons with agricultural/agribusiness/ skills. The major vocational agriculture/agribusiness/FFA program objectives are as follows:

1. to develop agricultural competencies needed by individuals preparing to engage in agricultural production occupations
2. to develop competencies needed by individuals preparing to engage in agricultural business related occupations
3. to develop an awareness of career opportunities for men and women in agriculture/agribusiness and the preparation needed to enter and progress in agricultural occupations
4. to develop those abilities in human relations, leadership, responsibility, citizenship, and cooperation essential in agricultural occupations
5. to develop the ability to secure satisfactory placement (employment, entrepreneurship, or postsecondary training) and progress in agricultural occupations.

B. OCCUPATIONS TO BE SERVED

Vocational agriculture/agribusiness/FFA programs prepare students for entry into the following broad occupational categories. The U.S. Department of Education course codes for agriculture education programs are:

1. Agricultural Production (01.0100)--Livestock and crop production or family and commercial farms or ranches. (Example 01.0100 occupations: farmer, rancher, hatchery, farm or feedlot worker.)

2. Agricultural Supplies and Services (01.0200)--Principles and practices of processing, marketing, and providing services in such areas as farm chemicals, feeds, seeds, fertilizers, and equipment connected with the agricultural industry. (Example 01.0200 occupational areas: grain elevator, farm service center, garden center, custom applicator, seed or fertilizer sales.)
3. Agricultural Mechanics (01.0300)--Operating, marketing and servicing of agricultural power machinery and related equipment. (Example 01.0300 occupational areas: farm machinery assembly, adjustment, maintenance and repair; farm structures design and construction; farm convenience devices design, construction, maintenance, and repair.)
4. Agricultural Products (01.0400)--Principles and practices involved in the preparation of agricultural products for sale. This includes food and fiber for human and/or animal use. (Example 01.0400 occupational areas: inspection of agricultural products; grading of agricultural products; DHIA tester; live-stock commissioner and milk processor.)
5. Ornamental Horticulture (01.0500)--Principles and practices concerned with the production, management, sales and services in greenhouses, nurseries, and garden stores. Turfgrass management and landscaping are also included. (Example 01.0500 occupational areas: greenhouse worker, groundskeeper, garden store employee, landscaper.)
6. Agriculture Resources (01.0600)--Principles and practices dealing with conservation and improvement of natural resources, as well as establishment and management of recreational areas. (Example 01.0600 occupational areas: wildlife conservationist; land and water conservationist; county lake supervisor.)
7. Forestry (01.0700)--Management of trees grown as a crop including protection, logging, utilization of forestry by-products, and recreation. (Example 01.0700 occupational areas: forester, saw mill operator, Christmas tree grower, park employee.)

## C. PROGRAM REQUIREMENTS

### 1. General Requirements

#### a. Content

The curriculum at the 9th and 10th grade levels should be designed to provide a basic background in agriculture/agribusiness/FFA necessary for in-depth study at the 11th and 12th grades.

In order to ensure a general background at the 9th and 10th grade, it is recommended that the Two-Year Core Curriculum for Agricultural Education in Montana be followed. A copy may be obtained from the Vocational Agriculture Education Specialist, Office of Public Instruction, State Capitol, Helena, MT 59620.

The following curriculum model portrays the content of the courses at three levels of instruction:

Montana's Curriculum Model for the  
High School Vocational Agricultural Program

<u>Two-Year Core Curriculum</u> (Grades 9-10)	<u>Specialized Programs</u> (Grades 11-12)	<u>Post High School Vocational-Technical</u>
Animal Science	Agricultural Production	Agricultural Prod. & Management
Plant & Soil Science	Agricultural Sales & Service	Agricultural Business
Agricultural Mechanization	Agricultural Mechanization	Agricultural Mechanization
Leadership Development (FFA)	Forestry	Horticulture
Supervised Occupational Experience Program	Horticulture	Forestry Food Processing
Careers		

In addition to regular instructional activities, ALL VOCATIONAL STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE CLASSES (9-12) ARE REQUIRED TO PLAN AND CONDUCT A SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM THAT WILL BE UNDER THE DIRECT SUPERVISION OF A VOCATIONAL AGRICULTURE TEACHER.

Supervised occupational experiences should be in line with the student's occupational objective, of high quality and sufficient duration so that at the completion of the program, the student should have the competencies needed for job entry or for more advanced training. This supervised experience can be obtained through entrepreneurship or as an employee on a farm or ranch, ag-related business, and/or laboratory within the school, or utilizing a cooperative approach. If cooperative method is used, refer to Cooperative Education section.

TRAVEL FUNDS MUST BE PROVIDED BY THE DISTRICT IN ADDITION TO THE INSTRUCTOR'S SALARY IN ORDER THAT THE TEACHER MAY SUPERVISE AND COORDINATE THE OCCUPATIONAL EXPERIENCE PHASE OF THE PROGRAM.

b. Scheduling

APPROVED PROGRAMS OF VOCATIONAL AGRICULTURE/AGRIBUSINESS MUST BE TWO OR MORE YEARS IN LENGTH WITH FOUR YEARS RECOMMENDED.



During the regular school year, the weekly duration of vocational agriculture courses shall correspond with the Standards for Accreditation of Montana Schools. THE MINIMUM REQUIRED LENGTH OF TIME FOR LABORATORY COURSES IS 250 MINUTES PER WEEK; HOWEVER, LONGER BLOCKS OF TIME ARE ENCOURAGED AT THE 11TH AND 12TH GRADE LEVELS.

## 2. Facilities, Equipment and Resources

The local school district is expected to provide and maintain adequate classroom, shop, laboratory, storage, tools, equipment, and teaching aids necessary to enable students to meet their occupational objectives.

In a specialized program additional facilities will be necessary. For example a large greenhouse will be needed for a horticulture program.

Facilities and equipment must meet all current state and federal health and safety regulations.

The equipment should replicate as nearly as possible that found in the occupations for which training is provided.

The following chart may serve as a guide for planning new facilities or assessing the adequacy of existing facilities.

Minimum Square Footage Recommended

Area	1 Teacher	2 Teachers
Office	120	180-240
Classroom	840	840
Classroom Storage	120	60/additional teacher
Shop Storage	320	480
Mechanics Laboratory	3,800	4,200

## 3. Future Farmers of America (FFA)

FFA MUST BE CONDUCTED AS PART OF THE PROGRAM, SERVING AS AN INTRA-CURRICULAR ACTIVITY. THE TEACHER OF VOCATIONAL AGRICULTURE SHALL SERVE AS AN ADVISOR TO THE LOCAL FFA CHAPTER. ALL PROGRAMS OF SECONDARY VOCATIONAL AGRICULTURE/AGRIBUSINESS MUST MAINTAIN AND OPERATE A LOCAL FFA CHAPTER IN GOOD STANDING WITH THE STATE AND NATIONAL FFA ORGANIZATIONS.

## 4. Teacher Certification and Qualification

INSTRUCTOR(S) OF APPROVED VOCATIONAL AGRICULTURE/AGRIBUSINESS PROGRAMS SHALL HOLD A MONTANA CLASS 1, 2 OR 5 TEACHING CERTIFICATE WITH ENDORSEMENT IN AGRICULTURE (61). THE INSTRUCTOR MUST ALSO HAVE ONE YEAR OF AGRICULTURE OCCUPATIONAL EXPERIENCE WITHIN THE LAST FIVE YEARS.

The above requirements are generally satisfied with a bachelor's degree in agriculture education and the one year's occupational experience.

Questions concerning certification should be directed to the Division of Certification, Office of Public Instruction, State Capitol, Helena, MT 59620.

5. Length of Vocational Agriculture Program

VOCATIONAL AGRICULTURE/AGRIBUSINESS PROGRAMS SHALL BE CONDUCTED FOR A MINIMUM OF 10½ MONTHS. THE PORTION OF THE PROGRAM CONDUCTED DURING THE SUMMER SHALL ALLOW AT LEAST FOUR WEEKS AT THE END OF THE SCHOOL YEAR AND TWO WEEKS BEFORE THE START OF THE FOLLOWING SCHOOL YEAR. ALL PORTIONS OF A VOCATIONAL AGRICULTURE PROGRAM MUST BE SUPERVISED BY A CERTIFIED VOCATIONAL AGRICULTURE EDUCATION TEACHER.

Due to the seasonal nature of agriculture/agribusiness it is recognized that many of the related experiences necessary for adequate training of the students occur during the summer months; therefore, the need for an 11- or 12-month program (contract) cannot be overemphasized.

The primary purpose of supervised occupational experience is to develop competencies needed in agricultural occupations. Supervised occupational experience is an integral part of the vocational agriculture instructional program that allows students to become involved in tasks performed by people in agricultural occupations.

Vocational agriculture teachers during extended employment assist students in reaching their educational objectives to:

- a. locate training stations which will provide experiences closely related to students' occupational objectives
- b. develop training plans and training agreements in cooperation with employers and student's parents
- c. make periodic visitations to observe, instruct, and evaluate student progress
- d. conduct conferences with prospective students and their parents
- e. instruct and supervise students with summer activities such as fairs, judging events, and leadership training
- f. supervise FFA meetings and FFA activities
- g. assist students with agricultural related independent study
- h. meet with local advisory committee to review program activities and curriculum
- i. follow-up and assist graduates of the vocational agriculture program.

In order to ensure a high quality occupational experience program for vocational agriculture students, the following procedures are recommended:

- a. The instructor should develop a summer plan listing activities planned and the time allotment for each.
- b. The instructor should review the summer plan with the school administration and make any necessary adjustments. Leave a copy with the school administrator and submit a copy to the Office of Public Instruction.

- c. The instructor should make periodic progress reports to the school administration.
- d. A log of the instructor's summer activities may also be beneficial in providing information to the local school board.

6. Student/Teacher Ratio

Maintaining a reasonable student/teacher ratio helps to ensure high quality vocational agriculture instruction. Vocational agriculture students "learn by doing" in laboratory or shop; therefore, a higher than usual teacher level of supervision of student activity is required.

THE MAXIMUM STUDENT/TEACHER RATIO SHALL NOT EXCEED 60 TO 1 WITH A MAXIMUM OF 20 PER CLASS.

7. Sex Equity Requirements

Refer to Sex Equity in Vocational Education.

8. Special Needs

Refer to Special Vocational Needs Programs.

CRITERIA FOR THE APPROVAL OF SECONDARY BUSINESS AND OFFICE  
EDUCATION PROJECT APPLICATIONS

A. PURPOSE AND SCOPE

The business and office program is designed to prepare students for entry level employment in office occupations (i.e., secretarial, clerical, receptionist, accounting, and other positions). This field offers challenging and rewarding career opportunities to both men and women.

To be vocationally approved, the business and office education program must be designed to prepare students for employment in a business occupation for which employment opportunities exist or are anticipated.

B. OCUPATIONS TO BE SERVED

U.S. Office of Education course codes for business and office education are as follows:

- 14.0303--Clerical Office Practice (Integrated Office Course without Shorthand)
- 14.0702--Secretarial Office Practice (Integrated Office Course with Shorthand)
- 14.0704--Simulated/Model Office



## C. PROGRAM REQUIREMENTS

### 1. General

Basic business courses are recommended for all business and office programs, although they will not be funded. Such courses are: general or introduction to business courses, business law courses, business communication courses, recordkeeping courses, consumer information and education courses.

Typing I and/or Beginning Typing courses are required for program approval but will not be funded.

Courses that will be considered for funding in an approved business and office program are: accounting courses, shorthand courses, typing courses (other than beginning or personal), business and/or office machine courses, data processing courses, the integrated office course (clerical office practice, secretarial office practice, simulated/model office), and cooperative work experience (if the student has a minimum of 15 hours of hands-on experience).

To qualify as an approved business and office program, the integrated office course must be offered.

### 2. Organization and Content

Approval of program units for funding will be based on the amount of class time spent in the integrated skills course, the instructor's vocational approval, the use of the advisory committee, a vocational student organization, and other criteria in these guidelines. THE OVERALL BUSINESS PROGRAM MUST INCLUDE A SERIES OF COURSES FROM BASIC TO ADVANCED, WHICH BEGINS WITH SUCH COURSES AS TYPING, ACCOUNTING, SHORTHAND, BASIC BUSINESS AND POSSIBLY BUSINESS MACHINES OR OTHER RELATED COURSES. THIS SERIES MUST LEAD TO THE INTEGRATED SKILLS COURSES OF CLERICAL OFFICE PRACTICE, SECRETARIAL OFFICE PRACTICE, AND SIMULATED/MODEL OFFICE.

Instruction in the integrated skills course should include the following units: office functions, records management, communications and basic language skills, production typewriting, machine transcription, receptionist and telephone training, mail and messenger service, applied office math, business machines including reprographics, human relations training, word/information processing concepts and techniques, job search techniques, computer training and literacy.

A recommended method of providing practical, realistic work experience is either through cooperative education, or a model office can offer the student a realistic simulated work experience.

### 3. Facilities, Equipment

The type and amount of equipment needed by the business and office education department for classroom and laboratory activi-

ties varies with the program objectives, size of class and variety of courses offered. Desks should be arranged in an office layout and equipment should include electric typewriters, reprographics equipment, transcription equipment, calculators, filing cabinets, tape recorders, word processing equipment, computers and audiovisual equipment as is necessary for classroom teaching techniques. All facilities must be adequate for the number of students involved. Desks and chairs should be adjustable to meet student needs and requirements.

4. Vocational Student Organization

The vocational business and office student organization, Office Education Association (OEA), gives the student an additional opportunity to explore occupations in depth and to develop his/her fullest potential in citizenship, leadership and character. Therefore, OEA is recognized as an integral, functional part of the total vocational business education program. No program will be considered complete without the OEA student organization.

5. Instructor Qualifications

THE INSTRUCTOR SHALL HAVE A BACHELOR'S DEGREE IN BUSINESS AND OFFICE EDUCATION AND SHALL HAVE EARNED A MINIMUM OF FIFTEEN QUARTER CREDITS IN THE AREAS OF PHILOSOPHY OF VOCATIONAL EDUCATION, ADMINISTRATION OF VOCATIONAL EDUCATION, CURRICULUM CONSTRUCTION OF VOCATIONAL EDUCATION COOPERATIVE PRACTICES, AND PROCEDURES/METHODS COURSES IN THE AREA OF CERTIFICATION.

THE INSTRUCTOR SHALL HAVE AT LEAST 2,000 HOURS WORK EXPERIENCE IN THE OCCUPATION OR COMBINATION OF OCCUPATIONS RELATED TO A SPECIFIED FIELD IN WHICH THAT PERSON IS TO TEACH.

6. Class Size

VOCATIONAL BUSINESS AND OFFICE CLASSES SHALL BE DESIGNED TO ACCOMMODATE A MAXIMUM OF 20 STUDENTS.

7. Time

A weekly duration of business and office education courses shall correspond with rule 312-1 of Standards for Accreditation of Montana Schools, which REQUIRES 250 MINUTES PER WEEK FOR LAB COURSES. A TWO-HOUR BLOCK OF TIME FOR THE INTEGRATED SKILLS COURSE IS ENCOURAGED.

8. Sex Equity Requirements

Refer to Sex Equity in Vocational Education.

9. Cooperative Education

Refer to Cooperative Vocational Education Programs.

10. Special Needs

Refer to Special Vocational Needs Programs.

PROGRAM REQUIREMENTS FOR SECONDARY  
MARKETING/DISTRIBUTIVE EDUCATION

A. SCOPE

Distributive and marketing education is a vocational instructional program designed to meet the needs of persons in grades 11-12 who have entered, or are preparing to enter, a distributive or marketing occupation requiring competencies in marketing, management, and merchandising.

B. OCCUPATIONS TO BE SERVED

The Department of Education codes for secondary marketing and distributive education programs in Montana are as follows:

04.0100--Advertising Services  
04.0800--General Merchandising  
049900--Distributive Education, Other

C. PROGRAM REQUIREMENTS

1. General Requirements

- a. Vocational education programs in distributive education may be either one or two years in length. The final year of the program must be strictly vocational in that it actually prepares students for their chosen careers in marketing and distributive occupations.
- b. The program must consist of part-time employment and on-the-job training combined with classroom instruction and supervised by a distributive education instructor. The program must offer laboratory instruction designed to provide a variety of occupational experiences under close supervision.
- \*3. The distributive education teacher-coordinator must be employed for an extended contract while school is not in session to assist students in finding jobs, developing training stations and training plans, and curriculum revision for on-the-job training experience.
- \*d. An advisory committee with representation of both sexes from labor, management, education, industry, and student learners must be established for the distributive/marketing education program.
- \*e. The distributive education coordinator must be provided with coordination release time over and above his/her regular preparation period. A minimum of one hour of coordination time per day must be allotted for every twenty (20) distributive/marketing cooperative students.

2. Organization and Content of Program

- \*a. The high school marketing and distributive education programs in Montana are one or two years in length.



- \*b. The marketing and distributive education core curriculum is as follows:

Introduction to Marketing and Distributive Education  
Human Relations and Communications  
Operations and Control  
Processes Involved in Buying for Resale  
Merchandise Handling  
Sales Promotion  
Sales and Service  
Management and Decision Making  
Starting Your Own Business  
Cooperative Education/Co-Curricular DECA Activities

- \*c. Students in a marketing and distributive education program must attend school for a portion of each school day and are released for the other half for on-the-job training.
- \*d. Travel funds must be provided by the local district in addition to the instructor's salary in order that a teacher-coordinator may supervise and coordinate on-the-job training.
- \*e. A vocational follow-up study of marketing and distributive education students shall be accomplished annually.
- \*f. All marketing and distributive education programs must offer the cooperative vocational education on-the-job training.
- \*g. The marketing and distributive education student will receive credit for classroom instruction and credit for on-the-job training.
- \*h. The marketing and distributive education on-the-job training will meet the cooperative education program requirements.
- \*i. Students will not be excluded from the marketing and distributive education program on the basis of sex, race, creed, religion, or economic background.

### 3. Facilities, Equipment and Resources

- \*a. The marketing and distributive education classroom shall be designed and equipped to facilitate the teaching and practice of occupationally relevant capabilities and competencies.
- \*b. All marketing and distributive education classrooms shall have storage space for equipment, supplies, reference materials, and filing cabinets.
- \*c. The marketing and distributive education classroom shall be located near the business education department.
- \*d. Special instructional equipment and supplies are needed for each occupational field and are usually a reimbursable excess cost as determined by the Office of Public Instruction.
- \*e. The teacher-coordinator shall have an office or a classroom area nearby with phone service, filing cabinets, and a desk for individual counseling of students and contact with training stations.
- \*f. An occupational reference library shall be established in the marketing and distributive education classroom.



For additional information, refer to the Guidelines for Marketing/Distributive Education programs.

4. Vocational Student Organization

- a. Activities of the local DECA chapter shall be conducted as an integral part of the distributive education/marketing program.
- \*b. The teacher of the marketing and distributive education program shall serve as the advisor to the local DECA chapter.
- \*c. All marketing and distributive education programs must maintain and operate a local DECA chapter in good standing with the state and national DECA organization.

5. Teacher Certification and Qualifications

- a. A distributive education coordinator of secondary, post-secondary, and adult students shall have at least 2,000 hours recent work experience in the occupation or combination of occupations related to the area of marketing and distribution.
- b. A distributive education coordinator of secondary students must hold a valid teaching certificate and be endorsed to teach distributive education. In order to receive endorsement in distributive education, the individual must meet the following criteria:
  - \*1) has earned a bachelor's or master's degree
  - \*2) has completed the approved study in professional education for secondary endorsement
  - \*3) has completed an approved major in distributive education from an approved teacher training program
  - \*4) has a recommendation from an approved institution.
- c. A distributive education coordinator must have completed fifteen quarter credits of course work in the areas of principles, methods, organization, guidance, curriculum construction, and instructional materials in vocational education.

5. Class Size

\*The marketing and distributive education classes shall not exceed thirty (30) students.

6. Time Requirements

A distributive/marketing education laboratory class shall meet for 250 minutes per week as defined in the Standards for Accreditation of Montana Schools.

7. Sex Equity Requirements

- \*a. An employer with whom a contract is made shall be an equal opportunity employer and should interview and place male and female students in work experience dependent on their interests and abilities rather than cultural sex role stereotypes.

- \*b. The advisory committee shall have representation of both sexes and racial and ethnic minorities found in the region the council serves.
- \*c. Female and male student-learners shall be paid on an "equal pay for equal work" basis within the same firm.

#### 8. Cooperative Vocational Education

- \*a. Students must be enrolled in a regular scheduled marketing and distributive education program.
- \*b. Students must be placed in marketing and distributive occupations related to their occupational objectives.
- \*c. Student on-the-job training shall average a minimum of 12 hours per week.
- \*d. Teacher-coordinator visits to training stations shall be made at least once a semester per student for evaluation and supervision.
- \*e. The marketing and distributive education program must meet the cooperative education program requirements.

#### 9. Special Needs

\*All disadvantaged and handicapped students shall be mainstreamed into marketing and distributive education programs.

\*Proposed program requirements to be implemented.

### GUIDELINES FOR MARKETING AND DISTRIBUTIVE EDUCATION PROGRAMS

#### A. SCOPE

At the completion of the program, the graduate should be prepared for gainful employment or for advancement in a marketing and/or distributive occupation.

Distributive education offers a program of instruction which develops those marketing, social, technical, and basic skill competencies related to the person's chosen career--distributive occupation. This includes part-time employment and on-the-job training coordinated with the classroom training.

#### B. PROGRAM REQUIREMENTS

##### 1. General Requirements

- a. Vocational education programs in distributive education may be either one or two years in length. The final year of the program must be strictly vocational in that it actually prepares students for their chosen careers in marketing and distributive occupations.
- b. The program must consist of part-time employment and on-the-job training coordinated with classroom instruction and

supervised by a distributive education instructor. The program must offer laboratory instruction designed to provide a variety of occupational experiences under close supervision.

- c. The distributive education teacher-coordinator must be employed for an extended contract while school is not in session to assist students in finding jobs, developing training stations and training plans, and revising curriculum for on-the-job training experience.
- d. An advisory committee with representation of both sexes from labor, management, education, industry, and student learners must be established for the distributive/marketing education program.
- e. The distributive education coordinator must be provided with coordination release time over and above his/her regular preparation period. A minimum of one hour of coordination time per day must be allotted for every twenty (20) distributive/marketing cooperative students.

## C. PROGRAM GUIDELINES

### 1. General

The first year of the marketing and distributive education program offers the prevocational or exploratory experience to the individual, as a result of which an occupational career objective will be chosen for entrance into the second year of the program. Senior students should not be enrolled in the first year of a two-year marketing and D.E. program while denying enrollment to juniors who would receive the full benefit from a two-year training program.

### 2. Organization and Content of Program

High school marketing and distributive education programs in Montana are either one year or two years in length and, in general terms, can be defined as follows:

#### a. Marketing/Distributive Education I

The majority of students enrolled in this class are high school juniors. The basic curriculum is designed to prepare students for entry-level employment in marketing and distributive occupations. In the majority of Montana schools the class is a one-credit elective course which does not involve any cooperative work experience for credit. Distributive Education I gives the students an opportunity to explore and prepare for career opportunities in the areas of marketing and distribution and, at the same time, study their own qualifications to determine whether they are suited for employment in distribution.

#### b. Marketing II and Distributive Education II

This class is an elective course designed for those students who have taken Distributive Education I or have special permission from the instructor. The majority of students in

Distributive Education II are high school seniors who attend school for half of each school day and are released the other half for on-the-job training at their occupational laboratory in the business community.

Classroom instruction includes large group, small group, and individual instruction designed to give the student knowledge, skills, attitudes, and understandings that relate to his or her occupational goals. Students are provided vocational units of instruction which they will be able to apply to actual on-the-job situations.

### 3. Facilities, Equipment and Resources

The facilities designated for the marketing and distributive education program should simulate business conditions as closely as possible. The classroom-laboratory should provide facilities for the following kinds of instructional activities: class discussion, individual and group work, demonstrations, role-playing, use of various types of audiovisual aids, preparation of displays and cash register operations.

The classroom-laboratory must provide students with the opportunity to develop those skills, values, and knowledge needed to perform satisfactorily in the business community and should be designed with the needs of the community and specific jobs within that community in mind. A well-organized, up-to-date laboratory allows the distributive education coordinator to put more emphasis on doing and less emphasis on the textbook as the chief means of related classroom instruction.

Suggested equipment and supply list:

- a. Electrical outlets must be available in display cases and window displays.
- b. Mounted motion picture screen, bulletin board, and chalkboard space should be provided.
- c. A wash basin with hot and cold running water should be provided.
- d. Room size will vary with class needs and building restrictions.
- e. Table and chairs or desks must be maneuverable to be able to adapt to changing activities and needs.
- f. Audiovisual equipment: overhead projector, 16mm movie projector, 35mm slide projector, tape recorder, window shades or drapes.
- g. Display racks, fixtures, mannequins, display accessories and display cases or windows.
- h. Adding machine, cash register, check-out counter, pricing and marking equipment.
- i. Art supplies, janitorial supplies, general office supplies.
- j. Sign machine, storage cabinets.
- i. Magazine and brochure racks.
- l. Electric typewriter, telephone, file cabinets, computer hardware and software.
- m. Peg boards, wastebasket, clock.



#### 4. Vocational Student Organization

One of the most interesting and rewarding activities of the distributive education coordinator is the sponsoring of the local Distributive Education Clubs of America (DECA) chapter. DECA is the leadership training part of the distributive education program. It is the part in which the students learn to work with others and assume responsibilities through participation in planning programs, presiding at business sessions and meetings, serving on committees, and taking part in competency-based contests at state or national conferences.

Working with students in their club activities presents an opportunity for the distributive education coordinator to provide additional opportunities to students beyond what is possible through classroom sessions.

In addition to DECA's leadership function, the club serves as an excellent form of promotion for the distributive education program in the school and in the community. Well-prepared DECA members may take the "Distributive Education Story" to civic and service clubs which may be submitted for local newspaper, television, and radio coverage. Civic projects and marketing research projects are also excellent ways in which DECA can be of service to the community and can bring attention to the distributive education program.

#### 5. Cooperative Education

The Montana Cooperative Education Handbook, available from the Office of Public Instruction, Vocational Education Services, should be used as a guideline for establishing and maintaining a Cooperative Education program.

Also, Cooperative Education training agreements, plans, and semester records of student hours/earnings will be collected and filed by the office each semester.

CRITERIA FOR THE APPROVAL OF HEALTH OCCUPATIONS  
EDUCATION PROJECT APPLICATIONS

A. PURPOSE AND SCOPE

A secondary program shall be designed to provide for continuing education in the supportive services or exploration programs encompassing occupations in the total health care area.

A postsecondary program shall be designed to provide the skills, technical knowledge and related information necessary for successful employment of men and women in the health occupations which provide supportive services to the health professions.

B. OCCUPATIONS TO BE SERVED

The U.S. Office of Education course codes for health occupations education programs are:

- 07.0100--Dental Assisting
- 07.0203--Medical Laboratory Aide
- 07.0303--Nursing Assistant (Aide)
- 07.0904--Medical Assistant
- 07.0906--Community Health Aide
- 07.9900--Other (covers several areas)

C. PROGRAM REQUIREMENTS

1. General Requirements

A health occupations program shall provide training skills required of entry-level workers for a specific occupation or for a cluster of related occupations. Laboratory experience and clinical training shall be an integral part of the program. Special consideration should be given to developing programs on a core curriculum basis which includes an integrated foundation of learning requisite for the education of supportive health personnel.

The exploratory health occupation programs shall be developed to include knowledge of all occupations encompassed in the health care area which will provide a firm basis for decision making for the student. Generalized entry-level skill training common to several of the supportive health occupations may be included in this program.

2. Organization and Content

Programs in health occupations shall be of sufficient duration to provide students with skills and knowledges required at the job-entry level. The ladder concept to health occupation education will be encouraged where appropriate. An exploratory health occupations course, covering the broad range of health-related occupations, shall be offered on at least a semester basis to acquaint students with occupational opportunities within the health care area.

3. Facilities and Equipment

a. Space

There shall be appropriate working stations in each class for each student, with adequate space to work without crowding or interference.

b. Equipment

Adequate equipment shall be provided which is of the type students will be using in the actual work situation.

c. Maintenance

All equipment shall be maintained in good workable condition; therefore, provisions must be made for prompt repair or replacement, when necessary.

4. Student Organization

Activities of the vocational student organization Vocational Industrial Clubs of America (VICA) are designed for students in health occupations education. The VICA program should be integrated into the total program of instruction in health care fields.

5. Instructor Qualifications

INSTRUCTORS SHALL HOLD A CLASS 4 TEACHING CERTIFICATE ENDORSED IN HEALTH OCCUPATIONS.

6. Class Size

THE MAXIMUM CLASS SIZE PER INSTRUCTOR SHALL BE 25 STUDENTS FOR EXPLORATORY CLASSES AND 20 STUDENTS IN CLASSES DESIGNED FOR SPECIFIC SKILL TRAINING. NURSE AIDE PROGRAMS INVOLVING SUPERVISED CLINICAL EXPERIENCES SHALL NOT EXCEED 15 STUDENTS.

7. Time

THE SCHEDULE FOR SECONDARY SCHOOLS SHALL PROVIDE TWO CONSECUTIVE CLASS PERIODS DAILY FOR ONE OR TWO YEARS IF SPECIFIC SKILL TRAINING IS INVOLVED IN THE PROGRAM.

The recommended schedule for exploratory programs for secondary schools will be to provide one class period daily for one or two semesters. These and other short-term courses may be offered to meet identified needs of students, but to be approved must be part of an overall program which includes the class with a two-period block.

TEACHING MATERIALS SHALL BE CONSTANTLY UPDATED TO REFLECT THE TECHNOLOGICAL ADVANCES WITHIN HEALTH CARE AND EDUCATION.

8. Sex Equity

Refer to Sex Equity in Vocational Education.

9. Cooperative Education

Refer to Cooperative Vocational Education Programs.

10. Special Needs

Refer to Special Vocational Needs Programs.

CRITERIA FOR THE APPROVAL OF SECONDARY TRADE AND INDUSTRIAL  
EDUCATION PROJECT APPLICATIONS

A. SCOPE

Trade and industrial education programs in Montana secondary schools must be designed to prepare persons in grades 11 and 12 to enter into the work of an industrial trade or service occupation. Skill level at completion of program is such that graduates will possess the minimum competencies for entry level employment in a chosen occupation. However, to advance in the occupation, they should expect to continue training on-the-job, and/or in supplementary training while employed, or by enrolling in post-secondary vocational education. Secondary programs provide instruction in all aspects of each particular field, but usually not in the same depth as postsecondary programs which enroll students for two- to three-times as many hours of instruction. Some secondary programs deal with skills and knowledge related to a group of occupations rather than a specific occupation.

Included in instruction are activities to develop manipulative skills, technical knowledge, and related information such as job attitude, safety practices, trade judgment, and personal traits that are needed for successful employment.

B. OCCUPATIONS TO BE SERVED

Trade and industrial education at the secondary level serves primarily the following job titles listed by the Department of Education code:

17.0302-Auto Mechanics	17.2300-Metal Working
17.1001-Carpentry (Building Trades)	17.2306-Welding
17.1500-Electricity (Electronics)	17.3100-Small Engine Repair
17.1300-Drafting	17.9901-Industrial Cooperative
17.1900-Graphic Arts	Training
	17.9903-Related Instruction

Programs in other trade and industrial areas may be established by school districts if local needs and resources permit. Course codes could include 17.0200, Appliance Repair; 17.0301, Body and Fender Repair; 17.0700, Commercial Art; 17.0900, Commercial Photography; 17.2700, Plastics; 17.9902, Broadcasting, and others. .



## C. PROGRAM REQUIREMENTS

### 1. General Requirements

Vocational education programs in trade and industrial education shall make up the advanced portion of a sequential industrial education program. When properly organized, industrial education includes a progression of activities which give students the initial awareness, orientation, and exploration of industry and, finally, specialization and preparation leading to employability.

Industrial education includes both prevocational and vocational programs. Because of individual rates at which students master competencies, a properly designed industrial education program should not be highly structured according to grade level. However, to give direction and lend consistency to the industrial education programs that exist in Montana, trade and industrial programs will only be funded at grades 11 and 12 unless evidence shows that a school is offering vocational instruction at grade 10 as part of the program. It is further required that 1) a prerequisite industrial arts<sup>1</sup> program or other prevocational course(s) must precede the trade and industrial program to allow students to explore several skill areas without commitment to a specific vocation and 2) that sufficient counseling and guidance, career information, and exploration be provided all male and female students so that when they enroll in a trade and industrial program they can be considered committed to a chosen career area. Without these important services, programs may become filled with students who will not properly benefit from the training because they do not desire to enter the trade. Others with vocational goals may be denied enrollment as a result.

### 2. Organization and Content

- a. Secondary trade and industrial programs must be of sufficient duration to provide a realistic attempt to develop the employment skills necessary to enter the occupation at the minimum level described above.

Program must include both basic and advanced courses each offered a full year with two periods per day for grade 11 and three periods per day for grade 12 recommended. Minimum for approval is two periods per day for the advanced course and a full period each day for the basic course. A period must meet time requirements in accordance with accreditation standards for courses involving lab work which must meet 250 minutes per week. Schools with modular schedules must arrange suitable combinations to provide an equal amount of time.

1 Certain industrial arts programs may be eligible for funding. See Industrial Arts Criteria.

Prior to the two-year trade and industrial program, provision must be made for students to explore a variety of fields so that they are able to make more meaningful choices for advanced training. Contained in the exploratory course(s) should be occupational information and awareness of what will be involved in further study.

- b. All programs of trade, industrial, and technical education shall be designed in accordance with the standards of the occupation, in order that an individual may enter and advance within the occupation.

Content of all programs shall be derived from an occupational analysis of the trade or occupation in which the training is to be offered. The subject matter identified through the analysis shall be organized into instructional units and written courses of study.

As programs are developed or modified, individualized instruction should be an integral part of the curriculum. Objectives are to be written in a performance, behavioral, or measurable manner, with specific student outcomes and competencies specified.

Content of program should allow flexibility in accordance with an ever changing industrial society and technological advancements.

A planned approach to developing students' personal attributes that lead to job success must be part of instruction. This can be done by organized instructional units and activities and/or by utilizing VICA programs as an integral part of instruction.

Courses may be offered in any of the common trades such as, but not limited to, building construction, automotive, graphic arts, and welding, or in subjects such as metal working and industrial mechanics, that may be applied to a group of occupations.

### 3. Facilities, Equipment and Resources

#### a. Space

There must be provided sufficient space for the organization of the laboratory or shop in a manner consistent with the methods and techniques used by modern industry or the trade as well as sound educational practices. Space requirements for new program facilities shall be designed accordingly. Specific square footage requirements are not listed due to the many variables that affect planning. The following factors need to be considered in designing facilities:

- 1) number of students to be accommodated
- 2) equipment provided
- 3) work stations provided

- 4) the need for ensuring student and instructor safety
- 5) the need for providing comfort and sanitation
- 6) the need for providing adequate storage facilities
- 7) the need for meeting building safety codes
- 8) recognized standards of the trade, industrial or technical program being organized shall be used for planning purposes
- 9) the need for accommodating both male and female students, and those with special needs

b. Equipment

Provision shall be made:

- 1) to have equipment available which will be comparable to that used in the occupation or trade being taught
- 2) to maintain equipment in good, usable condition
- 3) to have an adequate annual budget for the repair of equipment, for the replacement of equipment which becomes obsolete or worn, and for purchase of new types of equipment needed to keep instruction current.

c. Teaching Materials

Provision shall be made to ensure that an adequate supply of materials is available not only for the manipulative activities, but also for the necessary related technical instruction. These materials include, but are not limited to:

- 1) consumable pupil supplies
- 2) consumable teacher supplies
- 3) programmed instructional materials
- 4) text and reference books
- 5) audiovisual and other teaching aids
- 6) mockups and components.

4. Vocational Industrial Clubs of America (VICA)

a. Rationale

The purpose of the instructional program of trade and industrial education is to give the student necessary occupational skills to enter the labor market. It is recognized that these skills include certain personal traits as well as manipulative skills and knowledge. VICA programs give the student an opportunity to develop full potential in self-development, citizenship, leadership and character. This can be accomplished when the VICA program is conducted as a fully functional, integral part of the vocational education program.

In addition to strengthening the instructional program, involving students in VICA activities helps them strive for personal development. This is accomplished in student initiated civic, educational, professional, and social activities supervised by the trade and industrial instructor and administered by public school officials. VICA activities also foster respect for the dignity of work, promote high standards of trade ethics, workmanship, scholarship, and safety, and develop patriotism through the practice of democracy.

- b. Program Standard  
Since an actively functioning vocational student organization is a key element of quality, the trade and industrial program will not be considered complete without integration of VICA activities.

5. Teacher Certification and Qualification (see appendix I)

- a. Instructors of secondary trade and industrial education must meet a five-year (10,000 hours) obligation which should ensure a strong trade background. This may be satisfied by sufficient work experience augmented by educational course work or by a combination of work experience and college preparation.
- b. Secondary trade and industrial instructors shall have completed recent work experience directly related to the occupational area being taught. The following minimums apply:
  - 1) A graduate with a teaching degree in trade and industrial education must have one year (2,000 hours) experience and hold a Class II Certificate endorsed in the appropriate trade and industrial field (code 65).
  - 2) A non-degree person or one with a degree in another field must have five years (10,000 hours) experience and hold the Class IV Teaching Certificate.
  - 3) A person not meeting these requirements may receive credit for other educational and practical experience. This will be evaluated on an individual basis by the Division of Certification, Office of Public Instruction, in cooperation with the specialist for trade and industrial education. In some cases work experience credit may be allowed for successful completion of an approved trade competency exam or other background contributing to trade competency.
- c. To teach in an approved trade and industrial education program, vocational education professional course work is required which may be earned by completing courses in the following subjects or prior-approved alternates:
  - 1) Job Analysis/Curriculum Construction in Vocational Education
  - 2) Principles and/or Philosophy of Vocational Education
  - 3) Teaching Methods in Vocational Education (specific to area being taught)
  - 4) Preparation of Instructional Materials
  - 5) Vocational-Technical Organization and Management
  - 6) Vocational Guidance

6. Class Size

Determination of maximum class size for trade and industrial programs must consider the following:

- a. type of work being done
- b. type of equipment being used
- c. ease of supervision in the facility
- d. safety factors



- e. available space
- f. need for individual student instruction
- g. available resources, supplies, materials, etc.

Listed below are the generally accepted quality standards for class size and the maximum allowable class size for program approval:

<u>Program</u>	<u>Quality Standard</u>	<u>Approvable Maximum*</u>
Appliance Repair	16	20
Auto Body	15	18
Auto Mechanics	15	18
Carpentry	14	16
Electricity/Electronics	16	20
Drafting (General & Machine)	18	22
Architectural Drafting	15	18
Graphic Arts	16	20
Metal Working	15	18
Welding	15	18
Small Engine Repair	18	20

\*Deficiencies in some programs may dictate a lower maximum class size. Larger classes will be allowed by prior approval which will be granted only when evidence shows special factors, use of aides, a utilization of automated teaching systems, or other factors which ensure that the large number does not hinder the success of the program.

#### 7. Time Requirements

Refer to Standards for Accreditation of Montana Schools. The requirement is 250 minutes per week for laboratory work classes.

#### 8. Sex Equity Requirements

Refer to section on Sex Equity.

#### 9. Cooperative Education

To bridge the gap between education and employment, it is recommended that a cooperative training experience culminate the trade and industrial program. Students in the co-op program will receive related classroom instruction in school and spend part of the school day on the job. (Refer to Cooperative Vocational Education Programs.)

#### 10. Special Needs

Refer to Special Vocational Needs Programs.

11. Other Program Recommendations:      Extended Contract, Vocational  
Student Organization Stipend

A contract of ten to twenty working days beyond the regular teaching contract is recommended for the trade and industrial instructor for the purpose of equipment maintenance, curriculum development, shop organization, and other tasks which stem from the diversity of the trades and industrial programs. This work could be done before, after, or during the school year, or any suitable combination. An alternative is to regularly schedule extra free time for these purposes. It is further recommended that VICA advisors be compensated for the additional duties that may result from conducting an active student organization. This stipend should be determined and negotiated with respect to the current scale for similar duties performed by teachers in other areas.

CRITERIA FOR THE APPROVAL OF SECONDARY HOME ECONOMICS  
WAGE EARNING EDUCATION PROJECT APPLICATIONS

A. SCOPE

Home economics wage earning programs are designed to prepare individuals for gainful employment in occupations utilizing home economics skills and knowledge. Some of the occupations for which home economics education can contribute knowledge and skills to train an individual to be a worker in such occupations are:

Food Service--training to work in restaurants, cafeterias, hospitals, nursing homes, school cafeterias, fountain service, and catering.

Child Care Services--training to work as an aide in a day care center, kindergarten, nursery school, Head Start.

Clothing Services--training to work as a dressmaker, dressmaker assistant, alterationist, clothing maintenance worker, retail clothing sales person.

Home and Institutional Services--training to work as a hospital aide, homemaker's assistant, motel-hotel aide.

B. OCCUPATIONS TO BE SERVED

Department of Education course codes applicable to home economics wage earning programs include:

09.0201--Care and Guidance of Children

09.0202--Clothing Management, Production and Service

09.0203--Food Management, Production and Service

09.0204--Home Furnishings, Equipment and Service

09.0205--Institutional and Home Management and Service

09.0299--Other Home Economics Occupational Preparation (includes  
HERO)

## C. REQUIREMENTS

### 1. General Requirements

- a. ALL PROGRAMS OF HOME ECONOMICS FOR WAGE EARNING OCCUPATIONS SHALL BE DESIGNED TO MEET THE OBJECTIVE OF PREPARING INDIVIDUALS TO ENTER THE OCCUPATION.
- b. CONTENT FOR ALL PROGRAMS SHALL BE DERIVED FROM AN OCCUPATIONAL ANALYSIS which identifies the job opportunities available, function of the job, responsibilities to be assumed by the workers, course content, criteria for evaluating qualifications of students as effective workers in a particular occupation, an understanding of job application, Social Security, unemployment compensation, and other laws affecting employees.

Home economics wage earning programs shall be open to any interested students, male or female. No specific courses will be prerequisites, although it is recommended that students have one or two credits in home economics. Students entering the clothing services cluster should have advanced skills in clothing construction.

### 2. Organization and Content

Wage earning classes shall be offered for the length of time necessary to provide trainees with the necessary skills and knowledge required at the job entry level. A specific wage earning course, such as food service, may be offered, or a home economics related occupation (HERO) course may be offered. WORK EXPERIENCE, SIMULATED OR REAL, SHALL BE AN INTEGRAL PART OF THE COURSE OF THE PROGRAM.

### 3. Facilities, Equipment, and Resources

- a. Space and equipment provided for the regular vocational consumer and homemaking program may also be adequate for the wage earning programs. (See Consumer Homemaking section for class size requirements.)
- b. Additional equipment and storage will be determined by the needs of the program and number of students to be served.

### 4. Vocational Student Organization

- a. The objective of Future Homemakers of America/HERO (Home Economics Related Occupations) is designed to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

- b. The goals of FHA/HERO are the goals of home economics education made visible through activities. These activities, based on students' interest and community resources, develop leadership, management, decision-making and goal-setting skills.
- c. Features of FHA/HERO include the following:
  - 1) FHA/HERO is a vocational student organization functioning as an integral part of the home economics wage earning education curriculum that operates within the school system.
  - 2) FHA/HERO provides opportunities at national, state, and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.
  - 3) FHA/HERO emphasizes personal growth, stressing value clarification and decision making.
  - 4) FHA/HERO realizes that all individuals have leadership potential and works to develop and recognize those capabilities.
  - 5) FHA/HERO is the only youth organization with the family as its central focus.
- d. Since an active and organized student organization is a quality indicator in a vocational program, the home economics wage earning program will be considered incomplete without the integration of Future Homemakers of America/HERO.

#### 5. Instructor Certification and Qualifications

THE MALE OR FEMALE INSTRUCTOR OF WAGE EARNING PROGRAMS RELATED TO HOME ECONOMICS SHALL HAVE A BACHELOR'S DEGREE IN HOME ECONOMICS EDUCATION PLUS ONE YEAR OF OCCUPATIONAL EXPERIENCE IN DIRECTLY RELATED WORK.

#### 6. Class Size (Home Economics Wage Earning Programs)

EACH WAGE EARNING CLASS MUST MEET THE CONSUMER HOMEMAKING LAB STANDARDS. IN ADDITION, EACH WAGE EARNING CLASS SHOULD BE LIMITED TO THE FOLLOWING NUMBER OF STUDENTS PER INSTRUCTOR:

<u>Ideal</u>	<u>Maximum</u>
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section, Part VI.)

#### 7. Time

The minimum weekly duration of home economics wage earning courses shall correspond with Paragraph 312.2 of Standards for Accreditation of Montana Schools. THIS REQUIRES AT LEAST 250 MINUTES PER WEEK OF INSTRUCTION TIME. DEPENDING ON THE ACTIVITIES INTEGRATED INTO THE COURSE, LONGER TIME BLOCKS MAY BE DESIRABLE.



8. Sex Equity

Refer to Sex Equity in Vocational Education Programs.

9. Cooperative Education

Refer to Cooperative Vocational Education Programs.

10. Special Needs

Refer to Special Vocational Needs Programs.

CRITERIA FOR THE APPROVAL OF SECONDARY CONSUMER  
AND HOMEMAKING EDUCATION PROJECT APPLICATIONS

A. SCOPE

Consumer and homemaking education refers to education designed to help male and female students improve home environments and the quality of personal and family life. A quality consumer and homemaking program should provide the opportunity to obtain competencies in each of the following: nutrition, food management, human development, child development, parenting, clothing and textiles, housing and living environments, energy and management of resources with emphasis on selection, use and care of goods, services and other consumer responsibilities.

The program shall be designed to:

1. Encourage greater consideration of the social and cultural conditions and students with special needs, especially in depressed areas.
2. Prepare male and female youth and adults for the occupation of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
3. Include consumer education as an integral part of all subject areas of home economics.
4. Encourage preparation for professional leadership in home economics.

B. OCCUPATIONS TO BE SERVED

Consumer and homemaking education programs include a variety of courses usually grouped under Department of Education course code number 09.0101--Comprehensive Homemaking. Within a program, instruction may specifically relate to the following:

09.0102--Child Development	09.0107--Food and Nutrition
09.0103--Clothing and Textiles	09.0108--Home Management
09.0104--Consumer Education	09.0109--Housing and Home Furnishings
09.0106--Family Relations	09.0199--Other Consumer Homemaking

## C. REQUIREMENTS

### 1. General Requirements

Educational programs in consumer homemaking consist of instructional programs, services, and activities for the occupation of homemaker. Classes should be designed based on the needs of the community and its members to meet current societal needs. It is recommended that the Montana Vocational Home Economics Curriculum be used as a guide in defining concepts and suggested learner outcomes appropriate for the program.

### 2. Organization and Content

A VOCATIONAL CONSUMER AND HOMEMAKING PROGRAM SHALL BE OFFERED FOR NOT LESS THAN THREE YEARS IN GRADES 9 THROUGH 12. ONE OF THE FOLLOWING OPTIONS FOR ORGANIZING THE PROGRAM MAY BE SELECTED:

- a. A TWO-YEAR SEQUENTIAL PROGRAM PLUS A MINIMUM OF TWO SEMESTER COURSES AVAILABLE TO JUNIORS AND/OR SENIORS. NO PRE-REQUISITES SHALL BE REQUIRED FOR ENROLLMENT IN SEMESTER CLASSES. ONE OR BOTH OF THESE SEMESTER CLASSES MAY BE WAGE EARNING AS IT RELATES TO HOME ECONOMICS.
- b. A ONE-YEAR COMPREHENSIVE COURSE FOLLOWED BY A MINIMUM OF FOUR SEMESTER COURSES COVERING THE BROAD SCOPE OF CONSUMER HOMEMAKING EDUCATION. ONE OR TWO SEMESTER CLASSES MAY BE WAGE EARNING AS IT RELATES TO HOME ECONOMICS. WHEN A ONE-YEAR COMPREHENSIVE COURSE IS OFFERED IN AN ACCREDITED JUNIOR HIGH SCHOOL HOME ECONOMICS PROGRAM AT THE 9TH GRADE LEVEL, A MINIMUM OF FOUR SEMESTER COURSES SHALL BE OFFERED FOR GRADES 10, 11, AND 12.
- c. A THREE-YEAR SEQUENTIAL PROGRAM, HOMEMAKING I, II AND III.

### 3. Facilities, Equipment, and Resources

- a. There shall be adequate space and equipment and teaching materials for the effective teaching of all phases of a vocational consumer and homemaking program including space for efficient storage of teaching materials, equipment and supplies.
- b. The school administrator and home economics instructor shall set up a budget annually for the equipment, operation, and maintenance of the consumer and homemaking department.

### 4. Vocational Student Organization

- a. The objective of Future Homemakers of America is designed to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

- b. The goals of FHA are the goals of home economics education made visible through activities. These activities, based on students' interests and community resources, develop leadership, management, decision-making and goal-setting skills.
- c. Features of FHA include the following:
  - 1) FHA is a vocational student organization functioning as an integral part of the home economics education curriculum that operates within the school system.
  - 2) FHA provides opportunities at national, state, and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.
  - 3) FHA emphasizes personal growth, stressing value clarification and decision making.
  - 4) FHA realizes that all individuals have leadership potential and works to develop and recognize those capabilities.
  - 5) FHA is the only youth organization with the family as its central focus.
- d. Since an active and organized student organization is a quality indicator in a vocational program, the consumer homemaking program will be considered incomplete without the integration of Future Homemakers of America.

5. Instructor Certification and Qualifications

- a. THE INSTRUCTOR SHALL HAVE A BACHELOR'S DEGREE WITH A MAJOR IN HOME ECONOMICS EDUCATION FROM A COLLEGE OR UNIVERSITY APPROVED FOR THE TRAINING OF VOCATIONAL HOME ECONOMICS TEACHERS.

CREDIT REQUIREMENTS FOR HOME ECONOMICS EDUCATION MAJORS ARE AS FOLLOWS AND SHALL BE TAUGHT IN A SCHOOL OR DEPARTMENT OF HOME ECONOMICS.

FAMILY LIFE AND CONSUMER DECISION MAKING--EIGHTY (80) PERCENT OF REQUIRED COURSES SHALL BE DISTRIBUTED EQUALLY AMONG THE FOLLOWING: CHILD DEVELOPMENT, FAMILY LIFE, RESOURCE MANAGEMENT, CONSUMER EDUCATION, CLOTHING AND TEXTILES, FOOD AND NUTRITION, HOUSING AND FURNISHINGS AND EQUIPMENT.

PROFESSIONAL--TWENTY (20) PERCENT OF THE REQUIREMENT CREDITS SHOULD BE RELATED TO THE STRATEGIES AND TECHNIQUES OF TEACHING HOME ECONOMICS. COURSES INCLUDED IN THIS AREA MAY BE ADULT EDUCATION, CURRICULUM, SEMINARS, ETC.

6. Class Size

- a. Consumer Homemaking

EACH CONSUMER HOMEMAKING LAB CLASS, I.E. FOODS AND NUTRITION, CLOTHING AND TEXTILES, AND CHILD DEVELOPMENT, SHOULD BE LIMITED TO 20 AND MUST NOT EXCEED 25 STUDENTS PER INSTRUCTOR. FURTHERMORE, THE FOLLOWING NUMBERS OF STUDENTS PER LAB STATION IS STIPULATED:

	<u>Ideal</u>	<u>Maximum</u>
Per foods lab unit	3	5
Per sewing maching	1	2

OTHER CONSUMER HOMEMAKING CLASSES, I.E., HOUSING, FAMILY RELATIONS, CHILD DEVELOPMENT (WITHOUT LAB) MUST BE LIMITED TO 25 STUDENTS PER INSTRUCTOR.

b. Home Economics Wage Earning Programs

EACH WAGE EARNING CLASS MUST MEET THE CONSUMER HOMEMAKING LAB STANDARDS. IN ADDITION, EACH WAGE EARNING CLASS SHOULD BE LIMITED TO THE FOLLOWING NUMBER OF STUDENTS PER INSTRUCTOR:

<u>Ideal</u>	<u>Maximum</u>
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section.)

7. Time

- a. The weekly duration of home economics courses shall correspond with rule 312.2 of Standards for Accreditation of Montana Schools. THIS REQUIRES 250 MINUTES PER WEEK FOR LAB COURSES.
- b. A MINIMUM OF FIVE REGULARLY SCHEDULED CONFERENCE PERIODS DURING THE SCHOOL WEEK SHALL BE PROVIDED FOR WORK IN RELATION TO PROGRAM PLANNING, CONTACT WITH PARENTS, AND WORK WITH INDIVIDUAL STUDENTS.

8. Sex Equity

Refer to Sex Equity in Vocational Education Programs.

9. Cooperative Education

Not applicable to consumer homemaking.

10. Special Needs

Refer to Special Vocational Needs Programs.



CRITERIA FOR THE APPROVAL OF  
PRE-VOCATIONAL INDUSTRIAL ARTS PROGRAMS

A. SCOPE

Industrial arts programs may be approved if they fulfill the intent of P.L. 94-482, the Vocational Education Act of 1963 as amended in the Education Amendments of 1976. Federal regulations dealing with industrial arts are outlined as follows in Federal Register, October 3, 1977:

Section 105.592--Use of Funds.

A state may use funds under its basic grant (section 120 of the Act) when included in the approved five-year state plan and annual program plan for industrial arts programs which meet the requirements set forth in 104.592.

Section 104.592--Industrial Arts Programs.

Industrial arts education programs which may be funded under 104.591 are those industrial arts programs which are designed to meet the purposes of this Act (including the elimination of sex stereotyping) and which: (1) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials, and processes; and (2) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education program.

B. OCCUPATIONS TO BE SERVED

A comprehensive industrial arts program provides students with awareness, orientation, exploration, and prevocational experiences that relate to a wide variety of trade, industrial and technical occupations. The Department of Education course codes to be used in reference to approved industrial arts programs are:

99.0400--Industrial Arts

99.0401--Occupationally Oriented Industrial Arts

99.0402-09.0401--Prevocational Industrial Arts

C. GENERAL REQUIREMENTS

To be approved for funding, school districts must meet the following criteria in addition to general vocational education requirements as outlined in the Montana State Annual and 5-Year Plans for Vocational Education. The school shall:

1. provide a program that incorporates occupationally oriented instruction in a cluster of occupational areas and/or prevocational training in an occupational area which is intended to prepare students for entry into a vocational education program at the secondary and/or postsecondary level

2. provide adequate career guidance and counseling as an integral part of the program along with curricular design that introduces and explores the career opportunities in industrial fields
3. provide assurance that the district will maintain its financial effort by expending from local funds an amount not less than that expended for operation of industrial arts programs the preceding year
4. provide for a follow-up of students who complete program requirements
5. provide laboratories, classrooms, and the instructional equipment and tools of adequate size, design, condition, and kind to facilitate the conduct of the program
6. provide a teacher who holds a Montana secondary teaching certificate endorsed in Industrial Arts
7. provide adequate local supervision and evaluation of the program to ensure accomplishment of program objectives.
8. submit such reports on enrollments, etc., as may be required by state policies and procedures
9. provide for open enrollment of female and male students including the identification and correction of schedule conflicts, design of training activities to include participation of both sexes, and provision for unbiased information on career opportunities free from traditional sex stereotypes in recruitment activities
10. assure that funds available through state and federal sources shall be used for the same additional cost items as are allowed in vocational education programs, but that emphasis will be placed on expenditures for adding or strengthening the activities assigned to increase student knowledge of industrial occupations and job information.

D. PROGRAM INFORMATION

1. Industrial arts programs are not designed nor intended to duplicate regular vocational education programs nor to prepare students for job entry.
2. The funding pattern for industrial arts will follow the state plan formula for the distribution of funds with an added provision that occupationally oriented industrial arts programs and prevocational industrial arts programs will be funded at one half the rate for trade and industrial programs in the same occupational area.

### 3. Requirements of Eligible Industrial Arts Programs

#### a. Occupationally Oriented Industrial Arts.

- 1) Instruction must be offered at grades 9 and 10.
- 2) Each of the four major clusters\*--Communication, Construction, Materials, and Energy--must be included in the course of instruction. This may be organized in a general shop setting or as a rotation among unit shops.
- 3) Activities to provide students with knowledge of industrial occupations must be integrated into the program. Included will be instruction relating to a broad range of occupations and exploratory hands-on experiences typical of requirements in some selected jobs. Students shall be familiarized with training requisites, working conditions, wages or salaries, employment outlook, and other relevant information. Pertinent observations of work situations (actual or simulated), familiarization with available advanced training opportunities, utilization of VIEW materials, involvement in mass production and/or enterprise simulations, and high use of resource persons are among the activities to be considered for the program.
- 4) A library of resources pertaining to industrial careers shall be established and maintained for student use.
- 5) Program instructor(s) and guidance department counselors in a cooperative effort shall work with students to identify and develop individual aptitudes, interests, and capabilities.
- 6) Close contact with the industrial community is vital and must be maintained through maximum use of resource persons, field trips, and other activities.
- 7) An advisory committee for the program shall be active and include representatives of each cluster area.
- 8) An active student organization should be available for industrial arts student participation.
- 9) Junior high or middle school courses as well as grade 11 and 12 industrial education programs must correlate with the program being offered.
- 10) It is recommended that an instructor with responsibility for the conduct of the program be contracted for an additional 10 days to coordinate development of supplementary materials and activities and to plan curriculum changes needed to implement the program.
- 11) Each instructor shall complete a preservice or inservice course or workshop designed to build instructor competence for teaching in an occupationally oriented industrial arts program. This shall be done within a year of the start of the program.
- 12) Evidence of curriculum modification shall be a part of any program evaluation.
- 13) Evaluation of student progress in the program shall include measurement of the degree to which they are knowledgeable in the area of occupational information.
- 14) Maximum class size is 20 students.

\*See the Montana Industrial Arts Curriculum Guide.



b. Prevocational Industrial Arts

- 1) Courses offered shall be scheduled for a minimum of 180 class periods per year, with 260 periods recommended. Block time (double period) is suggested for best time utilization. Levels of instruction are grades 11 and 12.
- 2) Prerequisite exploratory course work is required to ensure that students have narrowed their choices for advanced study and can profit from more specialized training.
- 3) Courses shall be designed to cover a single industrial field or cluster of related areas.
- 4) Instructor shall carry proper secondary certification endorsed in Industrial Arts with the necessary course work as outlined in Standards for Accreditation of Montana Schools.
- 5) Maximum class size shall be as stipulated for a trade and industrial program in the same subject field.
- 6) Familiarization with available vocational-technical education opportunities will be stressed.
- 7) Close contact with industry will be maintained to provide additional insight to students about the occupations related to the training area.
- 8) Individuals must be provided information and explorations helpful for enrollment in advanced technical, trade and industrial programs.
- 9) Cooperation is to be exercised among instructors and guidance personnel to provide occupational counseling to students in the program.
- 10) A library of resources related to the employment aspects of the occupational field shall be established and maintained for student use.
- 11) It is recommended that instructors be employed for an additional 10 working days to coordinate curriculum development, implement the added occupational awareness phase of the program, and to maintain and organize equipment, facilities, and other resources of the program.
- 12) An active advisory committee shall assist with the program.
- 13) Instructors shall complete a preservice or inservice course or workshop designed to increase competency in conducting a prevocational industrial arts program within two years of the start of the program.
- 14) Activities of an industrial arts or vocational student organization are recommended to be available to students as an integral part of the program.
- 15) Proficiency standards, both for technical skills and for occupational knowledge, shall be established to identify the scope of the instruction and to be used in student evaluation.
- 16) A follow-up of students who have completed the program shall be conducted and results used in planning and program revision.



PART IV. CRITERIA FOR APPROVAL OF  
SPECIAL VOCATIONAL NEEDS PROGRAMS

A. SCOPE

Special needs proposals shall address either providing the support services required by the single or a group of disadvantaged or handicapped students enrolled in regular vocational education programs or the development and implementation of a special vocational program designed to serve the identified needs of a group of handicapped or disadvantaged students. SPECIAL VOCATIONAL PROGRAMS MAY BE DESIGNED TO PROVIDE TRAINING FOR DISADVANTAGED AND HANDICAPPED STUDENTS, BUT WHEN FEASIBLE, SUCH STUDENTS SHOULD BE ENROLLED IN REGULAR PROGRAMS WITH SPECIAL TRAINING PROVIDED.

It is recommended that all disadvantaged students be mainstreamed except for institutional persons, dropouts who refuse to return to regular school environment, and adults with basic literacy problems. A separate program of instruction is used exclusively by disadvantaged or handicapped students.

The special needs population is defined as follows:

Handicapped:

1. A person who is:
  - a. mentally retarded
  - b. hard of hearing
  - c. deaf
  - d. speech impaired
  - e. visually handicapped
  - f. seriously emotionally disturbed
  - g. crippled (orthopaedically impaired) or
  - h. other health impaired person, including a person who suffers from learning disabilities to the extent the disability is a health impairment.
2. A person who, by reason of the above:
  - a. requires special education and related services, and cannot succeed in the regular vocational education program without special educational assistance or
  - b. requires a modified vocational educational program.

Disadvantaged:

1. Persons (other than handicapped persons) who:
  - a. have academic or economic disadvantages and
  - b. require special services, assistance, or programs in order to enable them to succeed in vocational education programs.
2. "Academic disadvantage" for the purposes of this definition of "disadvantaged" means that a person:
  - a. lacks reading and writing skills
  - b. lacks mathematical skills or
  - c. performs below grade level.

3. "Economic disadvantage," for the purposes of this definition of "disadvantaged," means
  - a. family is at low or below national poverty level
  - b. participant or parent(s) or guardian of the participant is unemployed
  - c. participant or parent of the participant is recipient of public assistance or
  - d. participant is institutionalized or under state guardianship. (Federal)

Secondary students who are enrolled in Chapter I programs or special education classes are qualified participants in special vocational needs programs.

## B. OCCUPATIONS TO BE SERVED

Disadvantaged and handicapped students should have ready access to any vocational program which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment and which is suitable to the students' needs, interests, and abilities to benefit from such training.

1. Program areas include:
  - Agriculture
  - Business and Office
  - Cooperative Education
  - Distributive Education
  - Health
  - Home Economics (Consumer/Wage Earning)
  - Pre-Vocational Industrial Arts
  - Trade and Industry

## C. PROGRAM REQUIREMENTS

1. General Requirements

Special needs monies may be expended on programs to provide the prerequisites for success in a regular vocational program. Students who lack communication, reading or math skills may be provided remedial academic programs directed toward successful participation in regular vocational classes. PREVOCATIONAL OR PREPARATORY SKILLS other than academic may be included in programs for special needs students. When a student does not possess the backlog of knowledge of the basic principles of vocational areas, SPECIAL EQUIPMENT AND MATERIALS may be purchased to ameliorate these vocational deficiencies. In addition to these programs, TUTORIAL SERVICES may be funded to heighten the student's chances for success in the regular vocational classroom.

A separate program of instruction is used exclusively by the identified disadvantaged and handicapped students.

2. Organization and Content of Proposal

Special needs proposals shall address either providing the support services required by a single or group of disadvantaged or handicapped students or the development and implementation of a special vocational program designed to serve a group of student identified needs. The body of the proposal requires the specific identification of the population, objectives written in behavioral terms addressing these needs, procedures to be used to obtain the objectives and an evaluation design for the project. Assurances are required that the project will be supported by the LEA and, if successful, the requested special needs federal grant monies must be matched with state and local funds on a 50/50 basis.

3. Facilities and Equipment

Facilities must be accessible to the handicapped and equipment modification, if necessary, be made to ensure the safety of the students. Modifications to equipment will facilitate the utilization of the equipment for all students served by the program. If a separate program has been implemented, the facilities should simulate business/industry conditions as closely as possible; and the specific requirements for each vocational program area must be accommodated.

4. Vocational Student Organization

Special needs students should be encouraged to join that vocational student organization which is appropriate to their program area.

5. Instructor Qualifications

Special needs endorsement is not mandatory; however, vocational teachers are encouraged to participate in special needs inservice workshops or on-campus extension courses offered by the university system.

Teachers holding a special education endorsement may also qualify as an instructor of a special needs program. The qualifications of the instructors of a program must accompany the project application.

6. Maximum Class Size

Refer to appropriate vocational education program standards.

7. Time

Refer to appropriate vocational education program standards.

8. Sex Equity Requirements

Refer to Sex Equity in Vocational Education Programs.

## 9. Cooperative Vocational Education Program Requirements

Refer to Cooperative Vocational Education Programs.

### SPECIAL NEEDS APPLICATION PROCEDURE

Proposals to serve special needs students in vocational education programs are due in the Office of Public Instruction by May 1. These are competitive grant proposals supported by federal funds.

Special needs students are handicapped or disadvantaged individual students who cannot succeed in a regular vocational program without supportive services or who require special programs designed to meet their unique learning needs to acquire entry level skills.

Support services are those services over and above those provided to students in a regular vocational program. Some examples are: scheduling modification, curriculum modification, curriculum development, equipment modification, guidance and counseling services, staff to coordinate work experience or cooperative programs, job placement services, tutorial services and purchase of specialized equipment or curriculum materials.

Special needs proposals shall address either providing the support services required by a single or group of disadvantaged or handicapped students or the development and implementation of a special vocational program designed to serve a group of students identified needs. The body of the proposal requires the specific identification of the population, objectives written in behavioral terms addressing these needs, procedures to be used to obtain the objectives and an evaluation design for the project. Assurances are required that the project will be supported by the LEA and, if successful, be continued once federal funds are no longer available.

The requested special needs federal grant monies must be matched with state and local funds on a 50/50 basis.

Project application may be obtained from:

Barbara B. Crebo  
Special Needs Specialist  
Office of Public Instruction  
Room 106, State Capitol  
Helena, MT 59620  
Education hot line: 1-800-332-3402.



PART V: PROGRAM IMPROVEMENT, SECTION 130

Federal funds available to Montana under Section 130 of P.L. 94-482 in some cases can be applied for by local school districts although other agencies such as teacher training institutions are most often involved.

The categories are:

- Section 131--Research
- Section 132--Exemplary Programs
- Section 133--Curriculum Development
- Section 134--Professional Development
- Section 135--Vocational Guidance
- Section 136--Programs to Overcome Sex Bias

Further information concerning grants for these programs can be found in the 1983-1988 State Plan for Vocational Education. Current information regarding available funds can be obtained from individual program specialists, Division of Vocational Education Services, Office of Public Instruction.



PART VI. PROGRAM REQUIREMENTS FOR  
COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

A. SCOPE

Cooperative vocational education programs must provide male and female students with on-the-job experience and training along with vocational classroom instruction related to their occupational interests. A co-operative arrangement among the school, employer, and student is therefore necessary. Students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability.

B. OCCUPATIONS TO BE SERVED

\*Multi-cooperative vocational education programs at the secondary level may serve any of the job titles as listed by Department of Education codes in the following specific areas of training:

Distributive Ed/Marketing  
Health Occupations  
Trades and Industry

Wage Earning Home Economics  
Office Occupations  
Agriculture Occupations

C. PROGRAM REQUIREMENTS

1. General Requirements

- a. During the training experience the student learner shall be under the direct supervision of the designated on-the-job trainer, particularly when the work is in occupations classified as hazardous or on machines or processes that are classified as hazardous.
- \*b. Teacher coordination visits to training stations shall be made at least once a semester per student for evaluation and supervision.
- \*c. Students will utilize a training plan developed by the teacher-coordinator as they acquire a variety of planned learning experiences in their on-the-job training segment of the cooperative program.
- \*d. Students enrolled in a cooperative vocational education program shall receive academic credit for both their related class and on-the-job training.
- e. Vocational instruction related to the student's occupational objective shall be provided.
- f. A qualified teacher-coordinator who is vocationally approved in at least one of the vocational program areas as defined by the Office of Public Instruction must be responsible for the program.

- g. An advisory committee, with representation of both sexes from labor, management, education, and student-learners, must be established for each specific area of training, i.e., distributive education, health occupations, trades and industry, industrial arts, wage earning home economics, office and agricultural education and special needs.
  - i. A signed training agreement and training plan must be prepared and utilized by the participating employer, educational agency, student and parent.
  - j. Students placed in cooperative training stations must be compensated in compliance with federal and state wage and child labor laws.
  - \*k. Sixty (60) cooperative students is the maximum per coordinator.
  - l. The cooperative coordinator must be provided with coordination release time over and above his/her regular preparation period(s). A minimum of one hour of coordination time per day must be allotted for every twenty (20) cooperative vocational education students.
  - \*m. The coordinator must be employed for an extended contract while school is not in session to assist students in finding jobs, developing training stations, developing training plans and curriculum revision.
2. Organization and Content of Program
- \*a. Student selection shall be based upon an application form and an interview with the teacher-coordinator. The selection process is intended to provide the coordinator with some indication of the student's career objective, employability and ability to benefit from training.
  - \*2. Cooperative education is a method of delivering vocational education for persons who, by written cooperative arrangements between the school and employers, are employed and receive compensation and also receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. However, these two experiences must be planned and supervised by the school and employers so that each contributes to the person's education and his/her employability. Work periods and school attendance may be on alternative half days and full days in fulfilling the cooperative program experience.
  - \*c. The occupational needs of the community must be surveyed to warrant the training of students in identified occupational areas.



d. Areas of cooperative vocational education programs that may be considered as excess costs and thereby claimed as a reimbursable expenditure are:

- 1) Extended contract salary--That time prior to and immediately following the school year which is used by the teacher-coordinator to cultivate training stations, make home visitations, place students, and evaluate his/her program.
- 2) Coordination time during the school day--That time during the school day which is used by the teacher-coordinator to coordinate individual trainees' on-the-job activities.
- 3) Coordinator's travel expenses--Those travel expenses incurred by the teacher-coordinator in coordinating on-the-job activities of students.

\*e. The student shall be covered under the Industrial Insurance Act where applicable.

\*f. The instructional program will include, but not be limited to units of study relating to obtaining and maintaining a job; employee and employer responsibilities; career opportunities in business and industry; development of desirable, personal characteristics and work habits and attitudes; as well as other educational experiences calculated to assist students in obtaining the greatest learning value from their on-the-job training.

g. Student on-the-job training shall average a minimum of 12 hours per week.

### 3. Facilities/Equipment and Resources

\*a. The facilities for cooperative vocational education programs must be consistent with the goals of the program, which generally are to close the gap between education and work.

\*b. Communication with employers and the community should be coordinated by the teacher-coordinator.

\*c. Office space should be provided to the instructor for individual counseling and employer contacts.

\*d. Model stores, offices, shops, laboratories and other simulated work stations are to provide opportunities for development of job skills and attitudes.

\*e. The cooperative education classroom shall serve as a laboratory, study area, guidance center, library, office and a meeting place for students, adults and members of the program's advisory committee.

\*f. The cooperative coordinator should utilize training stations with up-to-date facilities and methods of operation.

4. Vocational Student Organization

- \*a. The student organization should be considered a co-curricular function and be viewed as an integral part of the vocational program.
- \*b. Classroom activities must be designed to develop competencies that are related to the student's occupational objectives.

5. Teacher Certification and Qualifications

- a. Coordinators shall hold a valid Montana teaching certificate endorsed in the applicable vocational area.
- b. Coordinators shall have had at least one year (2,000 hours) of occupational experience in a related field.
- c. Coordinators shall have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices.

6. Class Size

- \*a. Sixty (60) cooperative students is the maximum per coordinator.

7. Time

\*The weekly duration of cooperative education courses shall correspond with the Standards for Accreditation of Montana Schools. This requires 250 minutes per week for laboratory work-classes.

8. Sex Equity Requirements

- a. An employer with whom a contract is made shall be an equal opportunity employer and should interview and place male and female students in work experience dependent on their interests and abilities rather than cultural sex role stereotypes.
- b. The advisory committee shall have representation of both sexes and racial and ethnic minorities found in the region the council serves.
- c. Female and male student-learners shall be paid on an "equal pay for equal work" basis within the same firm.

9. Special Needs

\*Economically disadvantaged and handicapped students will be mainstreamed into qualified cooperative education programs in order to accommodate the targeted job tax credit.

\*Proposed program requirements to be implemented.

## PART VII. VOCATIONAL GUIDANCE SERVICES/MONTANA VIEW

### A. SCOPE

Vocational guidance is the process of helping persons to know, to accept, and to respect their own abilities, interests and aptitudes; then match these with realistic vocational goals; and finally, proceed with maximum effectiveness toward these goals.

### B. OCCUPATIONS TO BE SERVED

Vocational guidance will provide support to and coordinate with the following:

- Agriculture Education
- Business and Office Education
- Distributive Education
- Health Occupations Education
- Trade and Industrial Education
- Wage Earning and Home Economics Education
- Industrial Arts Education
- Special Needs Population

### C. PROGRAM REQUIREMENTS

PROVISIONS SHALL BE MADE FOR VOCATIONAL GUIDANCE AND SHALL INCLUDE, BUT NOT BE LIMITED TO, OCCUPATIONAL INFORMATION AND CAREER COUNSELING. (General Requirements from Administrative Rules of Montana (ARM) 10.44.201, Rule Number 7.)

#### 1. Occupational Information

Guidance services should provide occupation/career choice information to students.

Although there are excellent materials on the market, schools may neither have the personnel nor the funding resources to provide these materials. Two computerized systems being used in some of the schools are the Montana Career Information System (MCIS) and the General Information System (GIS). User fees are charged for these systems.

Montana VIEW (Vital Information for Education and Work) is an occupational information delivery system made accessible at no cost to schools and other publics by the Department of Vocational Education Services of the Office of Public Instruction. This system is an easy-to-read form on microfiche to be used with a microfilm reader. The reader has been designed to be utilized independently by students. These factors make the system attractive to users who have had little prior experience with career information. An interest-testing diskette called "Search and Learn" is now available to be used on the APPLE microcomputer. This computerized program helps students identify occupations that match their abilities and interests.

VIEW materials are provided to all secondary schools, post-secondary institutions and others: i.e., adult education classes, job placement center at the State Prison, probation and parole offices, Social and Rehabilitation Services learning centers and any other educational service requesting the materials.

Employment opportunities are constantly changing which highlights the need for a systematic approach to maintain a current bank of occupational and educational information such as VIEW. The best available labor market data is collected and disseminated to permit students to look across occupational fields to see and compare current supply and demand for areas of personal interest.

The vocational counselor is aware of the critical function that accurate, up-to-date information plays in student decision making and that the incorporation of information about occupations with self-knowledge is of fundamental importance.

## 2. Career Counseling

Guidance services should provide individual and/or group vocational counseling and make this service an integral part of the vocational education program.

- a) Refer to test scores to determine individual strengths and weaknesses.
- b) Interpret test scores to individuals so they will understand the results. Emphasize confidentiality of information and help the student build an increasingly positive self-image.
- c) Counsel students regarding career goals, vocational planning and occupational choice.
- d) Counsel with and follow-up the dropout student in an effort to provide direction toward either further training or entry into the labor market.
- e) Provide some group counseling to discuss occupational information, vocational training opportunities and social problems. This will allow for personal interaction with peers and reinforce the career decision making process.

## 3. Testing

Appropriate assessment inventories (including interest, aptitude, and ability tests) will be used in helping the student select a vocational program area.

Achievement tests used should not be restricted to content of particular courses but rather cover comprehensive and basic knowledge. A number of testing instruments, either for use with pencil and paper or computerized, are available. From experience, guidance counselors have their preference of tests to be used; however, it is important to stay current on all accessible materials in order to update the testing process.



Initiation of aptitude, achievement, career interest inventories and personality testing, beginning at the ninth grade level, will supply pertinent information about students. This information is valuable to the counselor in providing guidance to students in selecting appropriate courses in vocational education programs to accommodate their identified career choices.

PROVISIONS SHALL BE MADE FOR JOB PLACEMENT, ANNUAL FOLLOW-UP OF PROGRAM COMPLETERS AND PROGRAM EVALUATION. (General Requirements from Administrative Rules of Montana (ARM) 10.44.201, Rule Number 11.)

## 1. Placement

Placement services are twofold:

- a. Educational placement--placing students in programs where they will receive further vocational training.
- b. Job placement--placing students directly on the job or in an apprenticeship program. Job placement services should be coordinated with vocational education teachers, school sponsored work experience and work-study programs. When possible, work with the placement activities of the Bureau of Employment Security and other manpower agencies.

The job placement system should include making contacts with local employers regarding employment needs, coordinating job placement, providing instruction in job-seeking skills, surveying employment needs in the community and providing input for the adjusting of vocational education curriculum to meet identified needs.

## 2. Follow-Up

The guidance counselor should assist the vocational instructor and/or administrator in conducting formal follow-up studies of vocational education program graduates.

- a. Follow-up studies can generate relevant data for the evaluation and improvement of curriculum and related services within an individual school or school district.
- b. Data can be used to provide direction and emphasis for guidance and counseling activities.
- c. Positive public relations with the total community can be generated through the follow-up system.

Conduct a systematic one- and three-year follow-up study of both students and employers to determine effectiveness of vocational programs and employer satisfaction. Follow-up studies can provide data relative to how effectively a school is meeting its stated goals while providing accountability of these services. In this respect, it can be used to evaluate programs and services provided for the students.

A statewide follow-up study is being conducted by the Department of Vocational Education Services, Office of Public Instruction, to collect data required for federal reporting. All schools requesting federal and state funding will be requested to participate in this study. The model will be available to all districts as a basis for a local information collecting system.

D. SEX EQUITY AND SPECIAL NEEDS

The guidance process must provide for human equity, not only as it relates to race and sex, but also as it relates to the handicapped, disadvantaged, limited-English speaking students and other students with special needs. Minorities, female students and handicapped persons must have equal access to vocational programs.

PART VIII. SEX EQUITY IN VOCATIONAL EDUCATION  
HUMAN POTENTIAL DEVELOPMENT

A. INTRODUCTION

A major priority within Title II of the Vocational Education Act of 1976 is the development of programs to overcome sex discrimination, sex bias and sex stereotyping. This Act complements and expands upon Title IX of the Educational Amendments of 1972 which prohibits sex discrimination in educational policies, programs and practices.

Title II defines sex discrimination as "any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of their sex." It is sex discrimination in its various forms which is prohibited by the provisions of the regulations which implement Title IX.

Title II moves beyond Title IX to establish administrative procedures, program priorities, and funding sources for positive efforts to overcome sex bias and sex discrimination in vocational education. It recognizes that a prohibition against sex discrimination is not sufficient to modify long existing patterns of sex segregation in education and work. It provides legislative support for the initiation of efforts to modify biases and stereotypes which work to maintain these patterns.

B. OCCUPATIONS TO BE SERVED

Marketing and Distributive Education, Cooperative Education, Health Education, Trade and Industry, Wage Earning Home Economics, Consumer Home Economics, Business and Office Education, Agriculture

C. PURPOSE AND SCOPE

To develop and carry out programs of vocational education to overcome sex discrimination, sex bias, and sex stereotyping; thereby furnish equal educational opportunities in vocational education to persons of both sexes.

D. STATEMENT OF PHILOSOPHY

Vocational educators have a primary responsibility to provide all students with the knowledge and skills needed for successful job entry. Both paid and nonpaid work should be treated as honorable and worthy of respect. No job or job choices should be downgraded or considered incompatible with a person's sex. Both male and female students should be offered more career options based on ability and informed personal interest.

It is the responsibility of vocational educators to provide programs free from sex bias, sex discrimination, and sex stereotyping. It is also their responsibility to emphasize the importance of lifetime occupational planning for both males and females. In our society the need to assume financial responsibility for self and others is not limited to members of one sex.

In a sex bias free instructional environment, it is possible to develop a student's potential to the fullest and ensure his/her placement in a work environment which is financially and psychologically rewarding.

The Human Potential Development Specialist in the Department of Vocational Education Services is charged with developing, administering, and evaluating programs in an effort to eliminate sex bias and sex stereotyping. The specialist evaluates all vocational education programs for sex bias and stereotyping, create an awareness of programs and activities which seek to reduce sex bias and stereotyping, assists local school districts in improving vocational education opportunities for male and females in nontraditional program areas, reviews Title IX self-evaluations, monitors employment practices, collects, analyzes and disseminates data on the status of male and female students and employees in state vocational education programs.

#### E. GUIDELINES

The following guidelines have been developed to assist local school districts in complying with the requirements set forth by Title II of the Education Amendments of 1976. These elements will be incorporated into all forms required for local program applications, evaluations and reports.

##### 1. Administration

- a. Follow equal employment opportunity (EEO) guidelines in the employment of vocational education personnel.
- b. Initiate inservice training designed to change attitudes and behaviors that perpetuate sex stereotyping and bias in the school.
- c. Establish and encourage standards governing the use of non-sexist texts, materials, tests and procedures.
- d. Establish procedures for describing and communicating to the community that all programs are available to all students irrespective to sex.
- e. Eliminate conditions which limit students' access to vocational programs.
- f. Review Title IX self-evaluations including corrective actions taken to ensure equal educational opportunity.



## 2. Local Vocational Advisory Councils

A local advisory council should have appropriate representation of both sexes including women and men with backgrounds and experiences in employment and training programs who are knowledgeable about the problems of sex discrimination and stereotyping in job training and employment. A council should have an appropriate representation of the racial and ethnic minorities found within the program areas, schools, community, or region served.

## 3. Vocational Education Program

- a. All vocational education and related courses/programs must be open to male and female students to ensure equal career options for both sexes.
- b. All course descriptions, titles, curriculum and instructional materials should be designed to ensure that male and female students are treated equally so that sex stereotypes and biases are not perpetuated.
- c. Program and course content should reflect the importance of lifetime occupational planning for both male and female students.
- d. Program and course content should include factual career and employment information free from sex stereotyping and sex bias. This allows students to make occupational decisions based on ability and informed personal interests.
- e. Programs should assure that facilities are available and suitable to accommodate both sexes.

## 4. Vocational Educators

- a. Vocational educators should review, evaluate, and revise curricular, instructional materials and classroom procedures that create or reinforce sex-role stereotypes.
- b. Vocational educators should use resource persons that provide role models of both men and women in all occupational fields.
- c. Vocational educators should develop curricular and instructional materials that include up-to-date, bias-free information concerning careers and the changing occupational roles of men and women.
- d. Vocational educators should develop an effective informational program to encourage students of one sex to consider enrolling in classes dominated by the opposite sex and develop procedures for supporting those students so that they can achieve success.
- e. Vocational educators should participate in inservice training designed to change attitudes and behavioral patterns that perpetuate sex bias and stereotyping.

## 5. Vocational Guidance and Counseling

- a. Vocational guidance and counseling should assure that students have access to a full range of occupational fields and

vocational education programs to enable students of either sex to consider careers based upon skills, interests, and abilities rather than sex stereotypes.

- b. Vocational guidance and counseling should be sensitive to the effect of personally held stereotypes and biases on the counseling process and be receptive to information and activities that help to eliminate these personal stereotypes and biases when counseling students.

#### 6. Student Organizations

Student organizations must be comprised of both males and females.

A special effort should be made to assure that both males and females are active in the vocational fields which the organization represents.

#### 7. Cooperative Vocational Education Programs

Cooperative vocational education programs should adopt policies and procedures which assure that students who enter nontraditional areas of employment have equal access to the training opportunities of cooperative education programs.

Provisions must be made to ensure equal access to all programs by female, male and handicapped students; to review, to evaluate and to replace sex biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling, especially for students choosing to enter nontraditional occupations; and to seek job placement dependent on students' abilities, needs and interests rather than on cultural or sex stereotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.

## HUMAN POTENTIAL DEVELOPMENT PROGRAM REQUIREMENTS

### A. PROGRAM REQUIREMENTS

1. Follow equal employment opportunity (EEO) guidelines in the employment of vocational education personnel.
2. Initiate inservice training designed to change attitudes and behaviors that perpetuate sex stereotyping and bias in the school.
3. Review Title IX self-evaluations including corrective actions taken to ensure equal educational opportunity.
4. All vocational education and related courses/programs must be open to male and female students to ensure equal career options for both sexes.
5. Student organizations must be comprised of both males and females.
6. Provisions must be made to ensure equal access to all programs by female, male and handicapped students to review, to evaluate and to replace sex-biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling, especially for students choosing to enter nontraditional occupations; and to seek job placement dependent on students' abilities, needs and interests rather than on cultural or sex stereotypes.

## WHAT ARE THE RELEVANT LAWS?

### A. Title IX of the Education Amendments, 1972:

"No person. . .shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education or activity receiving federal financial assistance. . ."

#### 1. General provisions--86.3-86.9

- a. Each school district must evaluate current policies and practices and take steps necessary to end discrimination.
- b. Each school district must adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination.
- c. Each school district must appoint at least one employee to coordinate efforts to comply with Title IX.
- d. All announcements, bulletins, catalogs, and applications must contain a notice of policy for non-discrimination, grievance procedure and name of Title IX coordinator.

#### 2. Treatment of students--86.31-86.42

- a. 86.31--General coverage: Each school district must treat their admitted students without discrimination in courses, extracurricular activities, benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance).
- b. 86.34--General coverage: Courses or other educational activities may not be provided separately on the basis of sex.
- c. 86.36--Counseling: Whenever a school finds that a class has a disproportionate number of students of one sex, it must take necessary actions to assure that sex bias in counseling or testing is not responsible.
- d. 86.37--Students financial aid: A school district may not employ students according to sex, or provide services to any other organization which does so.

### B. Title II of the Education Amendments, 1976

1. 104.111: Establishment of local advisory councils: (d) Each school district shall establish local advisory committees which have an appropriate representation of both sexes of the racial and ethnic minorities found in the program areas, schools, communities or region which the council serves.
2. 104.75: Responsibilities of full-time personnel working in sex equity, hired by Department of Vocational Education Services, Office of Public Instruction:
  - a. create an awareness of programs and activities in vocational education designed to reduce sex bias and stereotyping



- b. collect, analyze, and disseminate data on status of women and men students and employees in state vocational education programs and correct problems identified
- c. create awareness of the Title IX complaint process
- d. review all project applications to assure that sex equity is addressed
- e. review all vocational education programs in Montana for sex bias
- f. monitor the implementation of laws prohibiting sex discrimination in employment practices relating to vocational education
- g. assist school districts in improving vocational education opportunities for women and men
- h. review the self-evaluations required by Title IX
- i. make information available to designated state and national councils and boards and other interested groups.

C. Montana Human Rights Bill, 1974, as amended.

1. 49-2-307. Discrimination in education. It is an unlawful discriminatory practice for an educational institution:
  - a. to exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student. . .in terms, conditions, or privileges of the institution because of race, creed, religion, sex, marital status, color, age physical handicap, or national origin. . .
  - b. to print or publish a catalog or (handbook) indicating a limitation, specification, or discrimination based on race, color, creed, sex. . .of an applicant for admission.
2. 49-3-203. Educational, counseling, and training programs. All educational, counseling, and vocational guidance programs, and all apprenticeships and on-the-job training programs. . .in which state and local government agencies (school districts) participate must be open to all persons, who must be accepted on the basis of merit and justifications without regard to race. . .creed. . . sex. . .

Such programs must be conducted to encourage the full development of the interests, aptitudes, skills, and capacities of all students, with special attention to the problems of culturally deprived, educationally handicapped, or economically disadvantaged persons. Expansion of training opportunities under these programs must be encouraged to involve larger numbers of participants from those segments of the labor force in which the need for expanding levels of skill is greatest.

3. 49-3-206. Distribution of governmental funds. State agencies may not provide grants, loans, or other financial assistance to public agencies (school districts). . .which engage in discriminatory practices.



PART IX. CIVIL RIGHTS REQUIREMENTS FOR ALL VOCATIONAL EDUCATION  
PROGRAMS AS SET FORTH IN THE OCR GUIDELINES

A. INTRODUCTION

These legal requirements are divided into six thematic parts, based on the overall framework of the federal Vocational Education Guidelines:

1. Access
2. Admissions
3. Guidance and Counseling
4. Equal Opportunity in the Vocational Education Instructional Setting
5. Student Employment Related Services
6. Employment of Faculty and Staff

Each thematic part sets forth the legal requirements pursuant to the regulations issued under Title VI, Title IX and Section 504 of the OCR Guidelines.

During the period 1964-1973, three major civil rights laws were enacted by Congress which directly affect the operation of all secondary vocational education programs. These provisions prohibit discrimination in the operation of vocational education programs on the basis of race, color, and national origin (Title VI and VII of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), and physical or mental handicap (Section 504 of the Rehabilitation Act of 1973).

B. OCCUPATIONS TO BE SERVED

Marketing and Distributive Education, Cooperative Education, Health Education, Trade and Industry, Wage Earning Home Economics, Consumer Home Economics, Business and Office Education, and Agriculture Occupations.

C. PURPOSE AND SCOPE

To prevent discrimination based upon race, color, national origin, sex, age, physical or mental handicap in the operation of secondary vocational education.

D. ACCESS (Requirements)

1. Access to existing facilities

A local education agency (LEA) shall operate its vocational program or activity so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This does not require an LEA or postsecondary institution to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.

- a. Legal citation
  - 1) OCR Guidelines, Section IV
  - 2) 34 CFR 104, Subpart C

2. Access to new construction

Each new facility or alteration of a facility (constructed or renovated since June 30, 1977) constructed by, on behalf of, or for the use of an LEA shall be designed and constructed so that the facility, or the altered portion of the facility, is readily accessible to and usable by handicapped persons.

- a. Legal citation
  - 1) OCR Guidelines, Section IV
  - 2) 34 CFR 104.23

3. Facility location

- a. An LEA shall locate facilities so that they are readily accessible to minority communities and are not identifiable as intended for non-minority or minority students.
- b. An LEA may not select or approve of a site for a vocational education facility that excludes, segregates, or otherwise discriminates against students on the basis of race, color, or national origin.
- c. An LEA may not adopt or maintain a system of limiting admission to its vocational education program to a fixed number of students from each sending school, program, or curriculum area if the system disproportionately excludes or discriminates against students on the basis of race, sex, color, or national origin.
- d. An LEA may not establish, approve of, or maintain geographic or attendance boundaries for a vocational education program which results in discrimination against students on the basis of race, color, or national origin.
  - 1) Legal citation
    - a) OCR Guidelines, Section IV
    - b) 34 CFR 100.3

E. ADMISSIONS (Requirements)

1. Promotional Activities

An LEA may not sponsor, or engage in the development of promotional materials or activities that discriminate against or stereotype persons on the basis of sex, race, national origin, color, or handicap. Promotional activities include, among other things, career days, parents' nights, shop demonstrations, and visitation by groups of prospective students.

- a. Legal citation
  - 1) OCR Guidelines, Section V
  - 2) 34 CFR 104.42
  - 3) 34 CFR 104.4
  - 4) 34 CFR 106.23



2. Recruitment

An LEA may not develop, sponsor, or engage in any recruiting activity, including the development or dissemination of recruiting materials, that discriminates against or stereotypes persons on the basis of sex, race, color, national origin, or handicap.

a. Legal citation

- 1) OCR Guidelines, Section V
- 2) 34 CFR, 104.42
- 3) 34 CFR 106.23

3. Public notification

a. Prior to the beginning of each school year or academic semester, an LEA shall issue an appropriate public announcement (e.g., in a local newspaper or its program bulletin) which advises students, parents, employees, and the general public that vocational education opportunities will be offered without regard to sex, race, color, national origin, or handicap.

b. The public announcement shall contain the name, address, and telephone number of the person designated to coordinate Title IX and Section 504 compliance activities.

c. If the service area of the LEA contains a community of persons with limited English language skills, then the promotional materials and information, including information on financial assistance, shall be distributed to that community in its native language.

d. An LEA shall adopt and implement procedures to ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

a) Legal citation

- 1) OCR Guidelines, Section IV
- 2) 34 CFR 104.8
- 3) 34 CFR 106.9

4. Admission Practices

a. An LEA may not use any admission test or other selection criterion for entrance into a vocational education course or program that disproportionately excludes applicants on the basis of sex, race, color, national origin, or handicap, unless the LEA can demonstrate that the test or criterion has been validated as essential for participation in that particular program.

b. An LEA may not discriminate in its admission practices against persons on the basis of limited English language skills. An LEA shall identify applicants with limited English language skills and assess their ability to participate in vocational education.

- c. An LEA shall ensure that results of admission tests which are administered to an applicant who has a handicap that impairs sensory, manual or speaking skills, accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure. A test which reflects the applicant's impaired sensory, manual or speaking skills may only be used where those skills are the factors that the test purports to measure.
- d. Admission tests that are designed for persons with impaired sensory, manual or speaking skills shall be offered as often and in as timely a manner as are other admission tests. Admission tests for handicapped persons shall be administered in facilities that meet the accessibility requirements described in this instrument.
  - 1) Legal citation
    - a) OCR Guidelines, Section IV
    - b) 34 CFR 100.3
    - c) 34 CFR 104.42; 34 CFR 104.4; 34 CFR 104.35
    - d) 34 CFR 106.21

5. Prerequisite admission practices

An LEA may not establish an introductory, preliminary, or exploratory course (e.g., industrial arts or home economics) as a prerequisite for admission unless the course is available without regard to sex, color, race, national origin, or handicap.

- a. Legal citation
  - 1) OCR Guidelines, Sections IV and V
  - 2) 34 CFR 100.3; 34 CFR 104.4; 34 CFR 106, Subpart C

6. Preadmission inquiries

- a. An LEA may not inquire into a student's:
  - 1) marital status (e.g., whether such student is "Miss" or "Mrs.")
  - 2) race, color, national origin
  - 3) handicapprior to accepting the student for admission, unless the school's request is pursuant to either (1) an affirmative action policy, or (2) a request from a federal agency.
- b. An LEA may make a preadmission inquiry as to sex of a student for admission, but only if the inquiry is made equally of students of both sexes and if the results of such inquiry are not used in a discriminatory manner.
- c. An LEA may ask whether a student has a handicap that may require accommodation only after the student is accepted for admission. The answer to any such question must be treated with confidentiality.
  - 1) Legal citation
    - a) 34 CFR 106.21
    - b) 34 CFR 104.4
    - c) 34 CFR 100.3

## F. GUIDANCE AND COUNSELING

### 1. General requirement

- a. An LEA may not counsel students to enroll in a particular course or program or measure or predict a student's prospects for success in any course or on the basis of the student's sex, race, color, national origin, or handicap.
  - 1) Legal citation
    - a) OCR Guidelines, Section V
    - b) 34 CFR 104.34; 34 CFR 104.43(a)
    - c) 34 CFR 106.36

### 2. Title VI--Guidance

An LEA serving a student(s) identified as having a primary language other than English shall:

- a. employ a counselor(s) who is (are) able to communicate with students with limited English speaking skills; or
- b. provide an interpreter(s) who is (are) able to communicate with students of limited English speaking skills.
  - 1) Legal citation
    - a) OCR Guidelines

### 3. Guidance

- a. Where the use of a counseling test or other instrument results in a substantially disproportionate number of minorities, handicapped persons, or members of one sex in any particular course of study or classification, the LEA shall take such action as is necessary to assure itself that the disproportionate number is not the result of unlawful discrimination in the instrument or its application.
- b. An LEA which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials are shown to be essential to eliminate sex bias.
  - 1) Legal citation
    - a) 34 CFR 106.36; 34 CFR 104, Subparts D and E
- c. An LEA shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are non-handicapped students with similar interests and abilities.
  - 1) Legal citation
    - a) OCR Guidelines, Section V
    - b) 34 CFR 104.37; 34 CFR 104.43(a)

- d. An LEA shall ensure that counselors can communicate effectively with hearing-impaired students. This requirement may be satisfied by having a qualified interpreter available.
  - 1) Legal citation
    - a) OCR Guidelines, Section V
    - b) 34 CFR 104.4
    - c) 34 CFR 104.34
    - d) 34 CFR 104.43

G. EQUAL OPPORTUNITY

1. Academic requirements

- a. An LEA may not use or adopt academic requirements for participation in or completion of a vocational education program that discriminates on the basis of sex, race, color, national origin, or handicap.
  - 1) Legal citation
    - a) OCR Guidelines, Section VI
    - b) 34 CFR 100.3
    - c) 34 CFR 104.4; 34 CFR 104.44; 34 CFR 104.33
    - d) 34 CFR 106.31

2. Integration of handicapped persons and procedural safeguards

- a. An LEA shall ensure that each qualified handicapped person it serves is educated with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. This means that an LEA shall place a handicapped person in the regular education environment operated by the LEA or postsecondary institution unless the education of the person in the regular environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily.
- b. An LEA shall establish and implement procedural safeguards relating to the identification, evaluation, and educational placement of handicapped students who need or are believed to need special instruction or related services. The system of procedural safeguards must include (1) notice, (2) an opportunity for the parents or guardian of the student to examine relevant records, and (3) an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel.
  - 1) Legal citation
    - a) OCR Guidelines, Section VI
    - b) 34 CFR 104.36
    - c) 34 CFR 104.34
    - d) 34 CFR 104.43(d)
- c. Modifying academic requirements for qualified handicapped students



- 1) To the extent an LEA imposes academic requirements, it shall modify those requirements as necessary to ensure that the requirements do not discriminate on the basis of handicap against a qualified handicapped applicant or students. Academic requirements that the school can demonstrate are essential to a given program of instruction or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include substitution of specific courses required for the completion of graduation or degree requirements, and adaptation of the manner in which specific courses are conducted.
- 2) An LEA may not impose upon handicapped students rules that limit their participation in the recipient's vocational education program or activity. For example, a school may not prohibit handicapped persons from using tape recorders or guide dogs in classrooms or campus buildings.
  - 1) Legal citation
    - i) OCR Guidelines, Section IV
    - ii) 34 CFR 104.44
3. Differential treatment based on parental, family, marital status or pregnancy
  - a. An LEA may not use or adopt academic requirements which treat students differently on the basis of actual or potential parental, family, or marital status of a student.
  - b. An LEA may not exclude a woman from participation in any vocational program on the basis of pregnancy, childbirth, termination of pregnancy or recovery therefrom, or treat the pregnancy or childbirth differently from any other temporary disability.
    - 1) Legal citation
      - a) 34 CFR 106.21
4. Financial assistance
  - a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in providing student financial assistance in the form of loans, grants, scholarships, special funds, subsidies or prizes, except as provided below.
  - b. Financial assistance established by will, trust, bequest, or a similar legal instrument that requires awards to be made to members of a particular sex is permissible provided that the overall effect of the award of such sex-restricted assistance does not discriminate on the basis of sex.

- c. Financial assistance established by will, trust, bequest, or similar legal instrument that requires awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap is permissible only if the overall effect of the award of such assistance is not discriminatory on the basis of handicap.

- 1) Legal citation

- a) OCR Guidelines, Section VI
- b) 34 CFR 100.3
- c) 34 CFR 104.46
- d) 34 CFR 106.37

## 5. Student housing

- a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in making available housing opportunities to students. Separate residential facilities for males and females are permissible as long as the LEA makes comparable facilities available to both sexes.
- b. An LEA may not enter into an agreement with an outside vendor or other organization for the provision of on-campus or off-campus housing if the vendor or other organization discriminates on the basis of sex, race, color, national origin, or handicap in making available housing opportunities or fails to make available comparable housing to students without regard to sex or handicap.

- 1) Legal citation

- a) OCR Guidelines, Section VI
- b) 34 CFR 100.3
- c) 34 CFR 104.4; 34 CFR 104.45
- d) 34 CFR 106.37

## 6. Comparable facilities

- a. All facilities, services, programs, and activities provided to handicapped persons shall be comparable to those which the recipient provides to non-handicapped persons.
- b. Changing rooms, showers, and other facilities for students of one sex shall be comparable to those provided to students of the other sex. This may be accomplished by alternating use of the same facilities or by providing separate, comparable facilities.

- 1) Legal citation

- a) OCR Guidelines, Section VI
- b) 34 CFR 104.22; 34 CFR 104.34(c)
- c) 34 CFR 106.33

## G. STUDENT EMPLOYMENT RELATED SERVICES

- 1. Cooperative vocational education, work study, apprenticeship training, and job placement

- a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in placing students in cooperative vocational education, work study, or apprenticeship training programs or in providing other job placement services.
- b. An LEA may not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the school's students on the basis of sex, race, color, national origin, or handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or in pay.
- c. Any written agreement for the referral or assignment of students under a cooperative, work study, or apprenticeship program must contain an assurance from the union, sponsor, or employer that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, or handicap.
  - 1) Legal citation
    - a) OCR Guidelines, Section VII
    - b) 34 CFR 100.3
    - c) 34 CFR 104.4
    - d) 34 CFR 106.31

#### H. EMPLOYMENT OF FACULTY AND STAFF

- 1. An LEA may not engage in any employment practice prohibited below if the employment practice tends to result in segregation, exclusion, or other unlawful discrimination against students on the basis of race, color, national origin, sex, or handicap.
- 2. Where a primary purpose of federal financial assistance to a program is to provide employment, an LEA may not engage in any employment practice prohibited below if the employment practice discriminates against persons on the basis of race, color, national origin, sex, or handicap.
  - a) Legal citation
    - 1) OCR Guidelines, Section VIII
    - 2) 34 CFR 100.3
    - 3) 34 CFR 104.4
    - 4) 34 CFR 106.31





## APPENDIXES

Appendix I	Local Teacher Certification Requirements
Appendix II	Endorsement Requirements for Industrial Arts and Vocational Education
Appendix III	Local Advisory Committee Work Plan
Appendix IV	Forms and Procedures for Secondary Vocational Program Application
Appendix V	Instruments and Instructions for Secondary Vocational Follow-Up System
Appendix VI	Definition of Vocational Education Terms



## APPENDIX I

### LOCAL TEACHER CERTIFICATION REQUIREMENTS<sup>1</sup>

All secondary and postsecondary teachers must hold teaching certificates endorsed for the subjects being taught. Types of certificates are outlined in Questions and Answers on Certification of Montana Teachers and School Administrators, Office of Public Instruction, Eleventh Edition, July 1982. Vocational education teachers must also meet requirements in these policies. In addition, to teach in approved vocational education programs instructors must have a combination of work experience and education that directly contributes to the competencies required in the occupational area being taught. The following minimums apply:

#### I. Education and Experience

- a. Teachers with teaching degrees in vocational education (Class 1 or Class 2 certification)
  1. Agriculture Occupations--Bachelor's degree in agriculture education plus one year occupational experience within the last five years.
  2. Business and Office Occupations--Bachelor's degree in business and office education plus one year occupational experience within the last five years.
  3. Health Occupations--Bachelor's degree in professional health field plus one year occupational experience within the last five years.
  4. Home Economics, Consumer--Bachelor's degree in home economics education.
  5. Home Economics, Occupational--Bachelor's degree in home economics plus one year occupational experience within the last five years.
  6. Marketing and Distributive Occupations--Bachelor's degree in distributive education plus one year occupational experience within the last five years.
  7. Technical Occupations--Bachelor's degree in technical, scientific, or mathematical education plus one year occupational experience within the last five years.
  8. Trades and Industry--Bachelor's degree in trade and industrial education plus one year occupational experience within the last five years.

<sup>1</sup>Questions concerning certification should be directed to the Division of Teacher Education and Certification, Office of Public Instruction.

## 9. Cooperative Program Coordinator

- a) Coordinators shall meet requirements for one of the areas as outlined in 1-8 above.
- b) In addition to other coursework required for certification, coordinators shall have earned three quarter credits in administration of cooperative education and coordinating practices.

### B. Teachers without degrees or with degrees in other fields (Class 4 certification)

1. Five years occupational experience (refer to II).
2. Twelfth grade education or equivalent.
3. Within five years of initial certification, acquisition of 15 quarter credits of college work in general education and 10 credits or its equivalent of student teaching. Three years teaching experience on a temporary certificate may be substituted for the student teaching requirement as determined by state policies for waiver of student teaching.

## II. Vocational Education Professional Preparation

In addition to the requirements in A or B, all vocational education instructors must complete the following professional courses or prior approved equivalents:

- A. Educational Principles or Philosophy of Vocational Education
- B. Curriculum Construction/Job Analysis in Vocational Education
- C. Preparation of Instructional Materials in Vocational Education
- D. Teaching Methods--Vocational Subjects
- E. Vocational Education Organization and Management
- F. Vocational Guidance

## III. Criteria for Evaluating Occupational Experience

- A. A resume of occupational experience must be submitted listing dates and estimated total hours of employment, specific duties and tasks performed, names and addresses of immediate supervisors, and other material which serves as evidence of occupational experience applicable to the teaching area.
- B. Part-time, self-employed, military, and specialized occupational experience will be evaluated on an individual basis.
- C. Each period of work experience must be ten weeks or more of continuous employment with an employer.



- D. Graduates of approved vocational-technical programs may receive credit toward the work experience requirements in an amount determined by the Division of Certification and Teacher Education--normally allowing 2,000 hours for each year of the program.
- E. When required in licensed programs, the instructor must meet occupational licensing standards of the appropriate regulating agency.
- F. Successful completion of an approved trade competency exam can substitute for a portion of the work experience requirement.

All persons employed after November 1977 must meet the above minimum standards.



## APPENDIX II

### ENDORSEMENT REQUIREMENTS FOR INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

All teachers shall hold a valid Montana teaching certificate. Endorsement requirements for specific subject areas are indicated below.

If you are teaching in the following:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Agriculture	Agriculture (61)	
Business English	English (20) or Business Education (70, 71 or 72**)	
Business Law	Business Education (70, 71 or 72**)	
Business Mathematics	Mathematics (40) or Business Education (70, 71 or 72**)	
Business---General	Business Education (70, 71 or 72**)	
Business--Shorthand, Steno	Business Education (70)	
Business--Typing	Business Education (70 or 71)	
Business-- Bookkeeping	Business Education (70, 71 or 72**)	
Distributive Education	Distributive Education (64)	
Health	P.E. & Health (91 or 92**) or Health (93)	15 quarter credits in health if endorsed in (91) or (92)
Home Economics	Home Economics (63)	

Teachers of vocational subjects may be required to have specific courses and work experience in order to qualify for federal reimbursement.

Industrial Arts	Industrial Arts (62)	
Mechanical Drawing or Drafting	Industrial Arts (62)	6 quarter credits in mechanical drawing if endorsed in (62)
TRADES AND INDUSTRIES		
Auto Body	I.A. (62) or T & I (65-Auto Body) or Class 4-Auto Body	15 quarter credits in auto body if endorsed in (62)
Auto Mechanics	I.A. (62) or T & I (65-Auto Mechanics) or Class 4-Auto Mechanics	15 quarter credits in auto mechanics if endorsed in (62)
Building Trades	I.A. (62) or T & I (65-Building Trades) or Class 4-Building Trades	9 quarter credits in construction if endorsed in (62). Does not include wood-working.
Electronics	I.A. (62) or T & I (65-Electronics) or Class 4-Electronics	15 quarter credits if endorsed in (62)
Graphic Arts	I.A. (62) or Art (83 or 84**) or T & I (65-Graphic Arts) or Class 4-Graphic Arts	6 quarter credits in graphic arts if endorsed in (62), (83 or 84**)
Machine Shop	I.A. (62) or Class 4-Machine Shop	10 quarter credits in machine shop if endorsed in (62)
Mechanical Drawing or Drafting	I.A. (62) or T & I (65-Drafting) or Class 4-Drafting	6 quarter credits in mechanical drawing if endorsed in (62)

Teachers of vocational subjects which qualify for federal reimbursement may be required to have additional specific courses and work experience.



Metal Working	I.A. (62) or Class 4-Metals	15 quarter credits in general metals if endorsed in (62)
Power Mechanics (includes energy & transportation)	I.A. (62) or Class 4-Power Mechanics	10 Quarter credits in power mechanics if endorsed in (62)
Small Engines	I.A. (62) or T & I (65-Auto Mechanics)	5 quarter credits in small engines if endorsed in (62)
Welding	I.A. (62) or T & I (65-Welding) or Class 4-Welding	10 quarter credits in welding if endorsed in (62)

Teachers of vocational subjects which qualify for federal reimbursement may be required to have additional specific courses and work experience.



# APPENDIX III

## LOCAL ADVISORY COMMITTEE PLAN OF WORK

School \_\_\_\_\_

Date \_\_\_\_\_

Action Plan Development Team:

Principal \_\_\_\_\_

Voc. Director \_\_\_\_\_

Voc. Teacher \_\_\_\_\_

Advisory Com. Chair \_\_\_\_\_

Action Plan Goals	Strategy for Goal Attainment	Measurement of Achievement	Person(s) Responsible	Projected Timeline Initiation-Completion	Priority
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# APPENDIX IV

State of Montana  
Office of Public Instruction  
Ed Argenbright, Superintendent  
Helena, MT 59620

## SUMMARY OF PROCEDURES AND FORMS FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

To be eligible for vocational education funds, each local educational agency must prepare and present to the Superintendent of Public Instruction a plan for vocational education programs. Please utilize the following forms and guidelines in preparing your applications.

Form No.	Title	Directions
VZ11382	Secondary Vocational Education Forms and Fund Allocation Procedures	A description of the policies and procedures promulgated for HB 618 for secondary vocational education and industrial arts programs and the formula for the allocation of state funds to local education agencies.
VZ10582	U.S. Office of Education Occupational Codes & Titles	A listing of the six-digit Office of Education Codes to be used for approved vocational programs in Montana.
VZ10282	Accounting Codes for Secondary Vocational Education Program	Explanations of budgeting and accounting codes to be used when submitting budgets and expenditure reports in secondary vocational education programs.
VZ0382	Local Plan for Vocational Education	Submit for participation in funded vocational education programs. The local plan narrative should include all vocational education programs planned for the five-year planning period. Do not write separate narratives for each program area.
VZ0282	Proposal for a New Secondary Vocational Education Program	Submit for each new secondary vocational education program. (Agriculture, Distributive, Health Occupations, Consumer Homemaking, Home Economics Wage Earning, Business and Office, Technical, Trade and Industrial, and Industrial Arts.)
VZ1082	Proposal for Renewal of a Secondary Vocational Education Program	Submit for each ongoing (previously approved) secondary vocational education program. (Agriculture, Distributive, Health Occupations, Consumer Homemaking, Home Economics Wage Earning, Business and Office, Technical, Trade and Industrial, and Industrial Arts.)
VM0382	Secondary Vocational Education Student Enrollment Report	Submit for each approved vocational education class. Report each class on a separate form. The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and sex.
VZ0582	Certified Expenditure Report for a Vocational Education Project	Report the actual expenditures for the fiscal year for each of the approved vocational education programs. With the completion of this report a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that there are adequate records in the district office for audit purposes.
VZ1182	Authorization of Vocational Education Personnel	Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.
VZ1282	Addendum for Cooperative Vocational Education Program	Submit for each cooperative program.

VZ10382



**AGRICULTURE—01.**

01.0100 Agricultural Production  
 01.0200 Agricultural Supplies & Services  
 01.0300 Agricultural Mechanics  
 01.0500 Ornamental Horticulture  
 01.0700 Forestry  
 01.9900 Other Agriculture

**DISTRIBUTION—04.**

04.0100 Advertising Services  
 04.0800 General Merchandising  
 04.9900 Other Distributive Education

**HEALTH—07.**

07.0303 Nursing Assistant (Aide)  
 07.0399 Other Nursing  
 07.9900 Other Health

**CONSUMER & HOMEMAKING—09.01**

09.0101 Comprehensive Homemaking  
 09.0102 Child Development  
 09.0103 Clothing and Textiles  
 09.0104 Consumer Education  
 09.0106 Family Relations  
 09.0107 Food and Nutrition  
 09.0108 Home Management  
 09.0109 Housing and Home Furnishings  
 09.0199 Other Consumer and Homemaking

**HOME ECONOMICS OCCUPATIONAL  
 PREPARATION—09.02**

09.0201 Care & Guidance of Children  
 09.0202 Clothing Management, Production & Service  
 09.0203 Food Management, Production & Service  
 09.0204 Home Furnishings, Equipment & Service  
 09.0205 Institution & Home Management & Service  
 09.0299 Other Home Economics Occupational Preparation (HERO)

**OFFICE—14.**

14.0303 Clerical Office Practice  
 14.0702 Secretarial Office Practice  
 14.0704 Simulated/Model Office

**TRADES AND INDUSTRY—17.**

17.0200 Appliance Repair  
 17.0301 Body and Fender Repair  
 17.0302 Auto Mechanics  
 17.1001 Carpentry  
 17.1300 Drafting  
 17.1500 Electronics  
 17.1900 Graphic Arts Occupations  
 17.2300 Metalworking (General)  
 17.2302 Machine Shop  
 17.2306 Welding  
 17.3100 Small Engine Repair  
 17.9900 Other Trades and Industry  
 17.9901 Industrial Cooperative Training  
 17.9902 Broadcasting  
 17.9903 Related Instruction

**INDUSTRIAL ARTS—99.**

99.0401 Occupationally Oriented Industrial Arts  
 99.0402 Carpentry/Construction  
 99.0403 Drafting  
 99.0404 Electricity/Electronics  
 99.0405 Graphic Communications  
 99.0406 Metalwork (includes welding)  
 99.0407 Plastics  
 99.0408 Power Mechanics  
 99.0409 Woodworking (includes cabinetmaking)  
 99.0410 Other, including combined program





This accounting code should be used for secondary vocational education programs in preparation of the estimated budget for vocational education projects and when preparing your Certified Expenditure Report. *Federal Monies*—Miscellaneous Fund 08, Subfund 09. *State Monies*—Miscellaneous Fund 08, Subfund 01.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized. In no case should an expenditure or commitment to purchase be made prior to project approval.

**Instruction:** Activities dealing directly with supervision of vocational instructional personnel, such as principals and local coordinators of vocational education programs, and with the teaching of students under the definition of the vocational education program.

- 0211      *Principal/Coordinator salaries.* Report applicable portion of the gross salaries of professional vocational supervisory personnel. Principal: prorate using the ratio of instructors to the one administrator responsible for vocational education. Example: 23 instructors in school, 1 full-time ag instructor. Therefore, 1/23 of the administrator's salary is applicable to the vocational agriculture program. Vo-Ed Coordinator: Use ratio of Vo-Ed personnel to the full-time or part-time coordinator.
- 0212      *Instructors' salaries.* Gross salaries of vocational instructional personnel.
  - a.      9-month salary—Report only the percent of the instructor's salary applicable to the vocational approved portion of the instructor's responsibility.
  - b.      \*Extended contract salary—Report any salary paid for vocational responsibilities in addition to the 9-month contract.
  - c.      \*Vocational student organization advisory stipend—Report any stipend paid to the vocational instructor for advising a vocational student organization.
- 0213      *Clerical salaries.* Gross salaries of secretarial and clerical personnel for vocational instructional staff (percent applicable).
- 0232      *\*Instructional supplies.* Expenditures for all supplies constructively consumed in the teaching-learning process.
- 0233      *\*Instructional minor equipment.* Expenses for the purchase of instructional equipment having a unit cost of less than \$300.
- 0252      *Inservice training expenses.* Expenses related to inservice training, such as substitutes for vocational instructors who are away on related inservice training.
- 0258      *\*Instructional travel expenses.* Expenses for approved instructional travel.
- 0285      *Consultant's fees.* Expenses for approved consultant's fees.
- 0288      *Consultant's travel.* Expenses for approved consultant's travel.
- 0734      *\*Repair, maintenance and leasing.* Repair, maintenance and leasing expenses of instructional equipment.
- 1164      *\*Instructional major equipment.* Expenses for initial or additional items of equipment having a unit cost of \$300 or more.
- 1059      Miscellaneous and other current expenses. All other miscellaneous expenses applicable to vocational education, such as: SS, TR, PERS, etc.
  - \*Excess cost items



State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	PROPOSAL FOR A NEW SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and H.B. 618	OPI Approval	
		Yes <input type="checkbox"/>	Date _____
DUE:			

*This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by Public Law 94-482 and the state laws of Montana.*

High School District	County	City	Zip	School Name
_____	_____	_____	_____	_____

**DIRECTIONS:**

This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Plan for Vocational Education submitted on form VZ0382. Submit a separate proposal for each occupational title, or related group of titles for each instructional level. Submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

I. **Title of Program:** Please use the space below to list the USOE Code(s) and Title(s) from the listing on form VZ10582 that best describes your proposed program.

6 Digit Code	Title	Co-op	
		YES	NO
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

II. **Program Information.** Directions: Please write a narrative describing the purpose and operation of your proposed program. Use the following outline in your narrative. Attach the completed narrative to this proposal.

- A. Estimated number of male and female students to receive training in this program this year. What percent is this of your total school enrollment?
- B. What is the occupational goal of this program?
- C. Describe content of program:
  - 1. List courses, by sequence, showing grade level and prerequisite where applicable.
  - 2. Provide an outline of each course in the program.
  - 3. List total credit hours/lecture hours/laboratory hours/clock hours, by course.
  - 4. Provisions for safety instruction.
- D. What is the total time requirement for the program (i.e. 2 hrs./day for 36 weeks, etc.)?
- E. What are the minimum student performance (competencies)/proficiency standards for completion of the program?
- F. Describe provisions made for participation of students from nonprofit private schools. How many of these students will be served in this program?
- G. Describe coordination of this program with other vocational education programs in the school and with general academic course offerings (if applicable).
- H. Describe methods of evaluation you will employ.

- I. Describe provisions to assure adequate vocational guidance.
- J. Provide a list of the members of the advisory committee for this program, including name, occupation, home address, and telephone number. Advisory committee shall have appropriate representation of both sexes and racial and ethnic minorities found in the program area the committee serves.
- K. What are student requirements for admission to the program? Physical, age, academic, vocational intent, driver's license, other?
- L. What special kinds of services (instructional aides, staff, equipment, facilities) are available for disadvantaged, handicapped or limited English-speaking students?
- M. What job/education placement services will be provided?
- N. What student organization activities are to be available (FFA, FHA, DECA, OEA, VICA)? Describe how these activities are integrated with the training program.
- O. Describe the location, description and adequacy of facilities and equipment to be utilized for this program.
- P. List policies and procedures to implement the reduction of sex bias and sex role stereotyping in regards to: 1) equal access to programs, 2) enrollment patterns, 3) curriculum and classroom instructional materials, 4) representation of both sexes on advisory committees, 5) cooperative work experience, 6) youth organization involvement, 7) facilities and equipment, 8) non-traditional occupational information.
- Q. If this program uses the cooperative teaching methods, please complete and attach Form VZ1282 (Addendum for Cooperative Vocational Education Programs).
- R. Please fully complete the attached "Proposal Budget." Itemize both major and minor equipment on the pages provided.

This proposal is a planning instrument for determining student and employment needs, funding, location of new programs and is the basis for required program evaluation and supervision.

### III. Authorization

The assurances contained in the Local Plan for Vocational Education (VZ0382) are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana (VZ10681).

Signed: \_\_\_\_\_  
District Superintendent

Date \_\_\_\_\_

Signed: \_\_\_\_\_  
Principal or Vo-Ed Coordinator

Date \_\_\_\_\_

Signed: \_\_\_\_\_  
Program Instructor

Date \_\_\_\_\_



**PROJECT BUDGET  
MISCELLANEOUS FUND 08  
SUBFUND 01 (STATE) SUBFUND 02 (FEDERAL)**

VOCATIONAL INSTRUCTOR(S) SALARY (attach additional sheets, if necessary)

Instructor Name	Sex M/F	Contract Salary 9-Month	Vocational Responsibility				Student Organization Stipend
			% of Time	Salary	Extended Contract		
					Weeks	Salary	
		\$	%	\$		\$	
Total Vocational Salaries				\$	a	XXX	\$
Transfer to -0212 a, b, and c below.						b	\$
						c	

ACCOUNTING CODE Refer to VZ10282. Round dollar amounts to nearest dollar. Budget should only reflect the portion applicable to this project.		Total Project Budget	Excess Costs	STATE USE Approved
-0211	Principal/Coordinators' salaries	\$	XXXXXX	\$
-0212	Instructors' salaries	XXXXXX	XXXXXX	
	a. 9-month salary (Vocational Responsibility Only)		XXXXXX	
	b. <i>Extended contract salary *</i>			
	c. <i>Voc. student organization advisor stipend *</i>			
-0213	Clerical salaries		XXXXXX	
-0232	<i>Instructional supplies *</i>			
-0233	<i>Instructional minor equipment *</i>			
-0252	Inservice training expenses		XXXXXX	
-0258	<i>Instructional travel expenses *</i>			
-0285	Consultants' fees		XXXXXX	
-0288	Consultants' travel		XXXXXX	
-0734	<i>Instructional equipment, maintenance, repair and leasing *</i>			
-1164	<i>Major instructional equipment *</i>			
-1059	SS, TR, PERS, etc. (14% of above salaries)		XXXXXX	
<b>TOTAL PROJECT BUDGET</b> →		\$		\$
<b>TOTAL EXCESS COSTS</b> →			\$	\$

\*Excess Cost Item



### ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

List all major instructional equipment to be purchased having a unit cost of \$300 or more.

Name of Equipment	Description *	Quantity	Total Cost
			\$
Transfer Total to budget item 1164 on your proposed budget			\$

\*Brief description of equipment: type, make, size, model, etc.

### ITEMIZED LIST OF MINOR INSTRUCTIONAL EQUIPMENT

List all minor instructional equipment to be purchased having a unit cost of less than \$300.

Name of Equipment	Description *	Quantity	Total Cost
			\$
Transfer Total to budget item -0233 on your proposed budget.			\$

\*Description of equipment: type, make, size, model, etc.





LOCAL PLAN  
FOR  
VOCATIONAL EDUCATION

OPI USE:

Approval Date: \_\_\_\_\_

DUE DATE: MARCH 1

*The development of an annual and five year plan at the local level is essential to the State Office of Public Instruction Department of Vocational Education in planning and developing Montana's Annual and Five Year plans. The information provided in this document will be used in the planning process to substantiate state funding assistance to LEA's through Montana's approved plans as required by Public Law 94-482 and Section 20-7-321 of the School Laws of Montana.*

High School District	County	City	Zip	School Name
_____	_____	_____	_____	_____

**DIRECTIONS:**

- After formal approval by the local board of trustees, the district superintendent should submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.
- The principal and vocational education staff of each school, under the general direction of the district superintendent and with the input of the local advisory committee should develop this plan for vocational education.

SUMMARY OF THE ANNUAL AND FIVE YEAR PLAN Column Number	LEVEL		PROJECTED ACTIVITIES OR SERVICE BY INSTRUCTIONAL PROGRAM									
	01	02	03	04	05	06	07	08	09	10	11	12
	Secondary Level	Adult Level	Disadvantaged	Handicapped	Cooperative	Support Services	Research	Exemplary and Innovative	Curriculum Development	Vocational Guidance	Personnel Development	Overcome Sex Bias Sex Stereotyping
INSTRUCTIONAL PROGRAMS												
Agriculture												
Distributive												
Health Occupations												
Consumer and Homemaking												
Home Economics Wage Earning												
Business and Office												
Trade and Industrial												
Prevocational (special projects)												
Industrial Arts												
Other												

**GENERAL INFORMATION.** Submit one narrative covering all vocational education areas, using the following outline. Do not submit separate narratives for each program area on this form.

**I. VOCATIONAL EDUCATION NEEDS**

Describe the vocational education needs "what is" vs. "what should be" and how these needs were determined of potential students in the area served (i.e.: needs assessment, student interest, labor needs, other surveys). Indicate how, and to what extent, the programs proposed in the application will meet such needs for the five year planning period.

*List programs presently offered, including objectives and goals. Also outline any projected program development and date of implementation.*

## **II. ADDITIONAL SERVICES**

Describe any additional services that you will need to provide students during the five year period. (Example: special services for the handicapped or disadvantaged students, assistance for students with limited English-speaking ability, programs to overcome sex bias, special support services for single parents and adults returning to school, etc.) Are there any needs you anticipate not being able to meet? If so, Why?

## **III. INSTRUCTIONAL CHANGES**

Briefly describe any instructional changes you are planning during the five year period. (Example: use of cooperative, individualized instruction, simulated teaching methods, live projects.)

## **IV. PROGRAM EVALUATION**

Describe specific methods of evaluation you will employ which will assure that the overall program meets student needs and community/area employment demands. Include labor market demands and evaluations by employers, students, advisory committees, Office of Public Instruction and Northwest Association of Schools and Colleges. How have the findings of evaluations of programs operated during previous years been used to develop the programs proposed in the application ?

## **V. LOCAL ADVISORY COMMITTEE**

Provide a list of the members of your local advisory committee(s) for vocational education, including name, occupation, mailing address and telephone number. (Members of the local board of trustees and program instructors shall not serve as voting members on the advisory committee.) Membership of the advisory committee should include representatives of business, industry, labor, education, training, parents, students and minority groups. Advisory committees shall have appropriate representation of both sexes and racial or ethnic minorities found in the geographic areas the committee serves.

## **VI. PROGRAM DATA**

Provide data for each **requested** and **projected** vocational education program for the five year planning period, as per Attachment A.

## **VII. SEX EQUITY**

List policies and procedures used to implement the reduction of sex discrimination, sex role stereotyping with regard to 1) equal access to programs, 2) enrollment patterns, 3) curriculum and classroom instructional material, 4) representation of both sexes on advisory committees, 5) cooperative work experience, 6) vocational student organization involvement, 7) facilities and equipment and 8) non-traditional occupational information. (Describe each element.)

## **VIII. VOCATIONAL GUIDANCE**

Describe provisions to assure adequate sex-fair vocational guidance, such as procedures for selecting and testing students, placement services, job referral, follow-up, counselor qualifications and/or needs, etc.

## **IX. EMPLOYMENT AND TRAINING PROGRAMS**

Describe how the activities proposed in the application, if any, relate to employment and training programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973 (CETA), to assure a coordinated approach to meet the vocational education and training needs of the areas served.

## **X. OTHER VOCATIONAL EDUCATION PROGRAMS**

Describe the relationship between proposed vocational educational programs funded under this Act and other programs in the area which are supported by state and local funds. (Vocational Rehabilitation, Special Needs, Montana Job Services, etc.)

ASSURANCES

The applicant hereby assures the following in accord with Section 434(b) of the General Education Provisions Act; Section 106(a) of Title I - Vocational Education of the Education Amendments of 1976 (P. L. 94-482); and Section 20-7-321 of School Laws of Montana.

- A. The local educational agency will make an annual report and such other reports to the Superintendent of Public Instruction in such form and containing such information as may be reasonably necessary to enable the Office of Public Instruction to perform its duties, and LEAs will keep such records and afford such access thereto as the Office of Public Instruction may find necessary to assure the correctness and verification of such reports. (Local education agency representation is superintendent, principal, and vocational staff.)
- B. A local advisory committee composed of representatives of business, industry, labor, education, training, parents, students and minority groups has been and will be involved in the planning, operation and evaluation of the vocational education programs, services and activities described in this application. The advisory committee has appropriate representation of both sexes and ethnic or racial minorities found in the geographic area the community serves.
- C. Federal funds will not be comingled with state or local funds.
- D. To the extent consistent with the number of students enrolled in nonprofit private schools in the areas, whose educational needs are of the type which the program involved is to meet, provision has been made for the participation of such students. (In programs where federal vocational funds are received.)
- E. It shall be the policy of the school that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, or be denied the benefits of any federal or state funded vocational education program or activity, as cited in Montana Statutes 49-2-307; 49-3-203; 49-3-260.
- F. Federal funds made available under this Act will be so used as to supplement, and to the extent practicable, increase the amount of local funds that would, in the absence of such federal funds, be made available for vocational education purposes, and in no case supplant such local funds. The aggregate amount or the amount per student to be spent from local funds for vocational education programs, services and activities (maintenance of effort) is equal to the amount spent in the previous fiscal year.
- G. Federal funds will not be used for any program of vocational education (except personnel training programs under Section renovation program under Subpart 4 of Part B and homemaking programs under Subpart 5 of this part) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.
- H. The information contained in this plan is correct and the programs, services and activities approved will be conducted in accordance with the Guidelines for Vocational Education in Montana and the Montana State Plan for Vocational Education.

AUTHORIZATION

Application is hereby made for vocational education funds available under Title I - Vocational Education of the Education Amendments of 1976 (Public Law 94-482) (H.B. 618, 47th Legislature) for vocational education programs and services detailed in the program application(s). It is understood that the above assurances will apply to all approved programs.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chairman, Board of Trustees

Signed \_\_\_\_\_ Date \_\_\_\_\_  
District Superintendent

DISSATISFACTION WITH ACTION

Any eligible recipient dissatisfied with final action of the Superintendent of Public Instruction with respect to any application of funds under this Act shall be given reasonable notice and opportunity for a hearing, upon notification of the superintendent.





# ATTACHMENT A

Estimate the following data for each requested and projected vocational education program, by level.

USOE Instructional Code Course Title Activity or Service	Grade Level	School Year	Number of Instructors	Student Enrollments		Student Completions		Instructional Costs	Equipment Costs	Other	TOTAL COSTS
				M	F	M	F				
		83									
		84									
		85									
		86									
		87									
		83									
		84									
		85									
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		85									
		86									
		87									



State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	PROPOSAL FOR RENEWAL OF A SECONDARY VOCATIONAL EDUCATION PROGRAM AND APPLICATION FOR FUNDS UNDER PUBLIC LAW 94-482 and HB 618	OPI Approval Yes _____ No _____
		Date _____
DUE:		

*This proposal is necessary to receive federal and state funding assistance through Montana's approved plans as required by Public Law 94-482 and laws of the State of Montana.*

High School District _____	County _____	City _____	Zip _____	School Name _____
-------------------------------	-----------------	---------------	--------------	----------------------

**DIRECTIONS:** This proposal should be prepared by the administrative and instructional staff with advice from the local advisory committee and be consistent with your Local Plan for Vocational Education submitted on form VZ2082. Submit a separate proposal for each occupational title, or related group of titles for each instructional level. Submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

- I. Local Plan (five-year plan) filed in \_\_\_\_\_, 19\_\_\_\_. Please attach any changes or updated information that needs to be filed with your Local Plan.
- II. Renewal of Project Number \_\_\_\_\_  
Attach any changes or updating that need to be filed with your project such as: program changes, course content changes, advisory committee changes, vocational student organization activities, sex equity requirements, etc.
- III. Title of Program: list the USOE Code(s) and Title(s) from the listing on Form VZ10582 that best describes your program.

Six-Digit Code	Title	Co-op Yes No	
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

If cooperative, please attach Form VZ1282.

- IV. Attach a list of course titles for the above program.
- V. Did you have a Vo-Ed Team or Northwest Evaluation in 1979-80? Yes \_\_\_\_\_ No \_\_\_\_\_  
1980-81? Yes \_\_\_\_\_ No \_\_\_\_\_  
1981-82? Yes \_\_\_\_\_ No \_\_\_\_\_

If you checked yes for any of these years, describe how you have addressed the recommendations.

- VII. Probation Status: If this project was on probation last year, describe how you have corrected the cited items.

#### VIII. AUTHORIZATION

The assurances contained in the Local Plan for Vocational Education are applicable for this program.

This program meets the minimum standards outlined in the Guidelines for Vocational Education in Montana (VZ10682).

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
Program Instructor

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
Principal or Vo-Ed Coordinator

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
District Superintendent

PROJECT BUDGET  
MISCELLANEOUS FUND 08  
SUBFUND 01 (STATE) SUBFUND 02 (FEDERAL)

VOCATIONAL INSTRUCTOR(S) SALARY (attach additional sheets, if necessary)

Instructor Name	Sex M/F	Contract Salary 9-Month	Vocational Responsibility				Student Organization Stipend
			% of Time	Salary	Extended Contract Weeks	Salary	
		\$	%	\$		\$	\$
Total Vocational Salaries				\$	a	XXX	\$
Transfer to -0212 a, b,						b	\$
and c below.						c	

ACCOUNTING CODE Refer to VZ10282. Round dollar amounts to nearest dollar. Budget should only reflect the portion applicable to this project.		Total Project Budget	Excess Costs	STATE USE Approved
-0211	Principal/Coordinators' salaries	\$	XXXXXX	\$
-0212	Instructors' salaries	XXXXXX	XXXXXX	
	a. 9-month salary (Vocational Responsibility Only)		XXXXXX	
	b. <i>Extended contract salary *</i>			
	c. <i>Voc. student organization advisor stipend *</i>			
-0213	Clerical salaries		XXXXXX	
-0232	<i>Instructional supplies *</i>			
-0233	<i>Instructional minor equipment *</i>			
-0252	Inservice training expenses		XXXXXX	
-0258	<i>Instructional travel expenses *</i>			
-0285	Consultants' fees		XXXXXX	
-0288	Consultants' travel		XXXXXX	
-0734	<i>Instructional equipment, maintenance, repair and leasing *</i>			
-1164	<i>Major instructional equipment *</i>			
-1059	SS, TR, PERS, etc. (14% of above salaries)		XXXXXX	
TOTAL PROJECT BUDGET		\$		\$
TOTAL EXCESS COSTS			\$	\$

\*Excess Cost Item



### ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

List all major instructional equipment to be purchased having a unit cost of \$300 or more.

Name of Equipment	Description *	Quantity	Total Cost
			\$
Transfer Total to budget item 1164 on your proposed budget			\$

\*Brief description of equipment: type, make, size, model, etc.

### ITEMIZED LIST OF MINOR INSTRUCTIONAL EQUIPMENT

List all minor instructional equipment to be purchased having a unit cost of less than \$300.

Name of Equipment	Description *	Quantity	Total Cost
			\$
Transfer Total to budget item -0233 on your proposed budget.			\$

\*Description of equipment: type make, size, model, etc.



State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	CERTIFIED EXPENDITURE REPORT FOR A VOCATIONAL EDUCATION PROJECT FY 82	FY	County	Legal Entity
Due:		Assigned Project No.		

District No.	County	City	Zip Code	School

# INSTRUCTIONS:

The following are instructions for certifying expenditures for approved vocational education project expenditures under provisions of the Education Amendments of 1976 (Public Law 94-482) and laws of the State of Montana.

1. The district superintendent or administrative officer should submit original of this form to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620. Retain one copy for your files.
2. Submit a separate expenditure report for each project; be sure that each has a Project Number.
3. Follow Accounting Codes for Vocational Education Programs (VZ10282) in preparing this expenditure report.
4. The fiscal year is July 1 to June 30.
5. *Attach school class schedule for each project (program).*

*This expenditure report consists of three parts: Part I—Project Expenditure Report; Part II—Unusual Circumstances for not Maintaining Fiscal Effort; and Part III—List of Major Instructional Equipment Purchased.*

## Part I—Project Expenditure Report:

*Total project costs:* Report **all** expenditures for the project, including: (1) general fund; (2) state monies; and (3) miscellaneous Fund 8 federal monies.

*Total excess costs:* The total excess costs should equal or exceed the state monies generated for each program (project).

## Part II—Unusual Circumstances for not Maintaining Fiscal Effort:

To receive federal monies for any vocational program, a school must maintain fiscal effort. If, because of unusual circumstance you did not maintain the effort, please provide an explanation; for example, replaced a teacher with one at a lower salary.

## Part III—List of Major Instructional Equipment Purchases:

List only equipment having a unit cost of \$300 or more. Total major equipment purchases should be transferred to item 1164 on Part I.

## CERTIFICATION:

I certify that the information reported in this claim is accurate and complete to the best of my knowledge and belief.

Signed: \_\_\_\_\_  
District Superintendent/Administrative Officer Date

\_\_\_\_\_  
Chairperson, Board of Trustees Date

**PROJECT EXPENDITURE REPORT**  
**MISCELLANEOUS FUND 08**  
**SUBFUND 01 (STATE) SUBFUND 09 (FEDERAL)**

**PART I—Vocational Instructor(s) Salary (Attach additional sheets, if necessary.)**

Instructor Name	Sex M/F	Contract Salary 9-Month	Vocational Responsibility			Student Organization Stipend
			% of Time	Salary	Extended Contract Weeks      Salary	
		\$	%			\$
<b>Total Vocational Salaries</b>				\$	XXX	\$
Transfer to -0212 a, b and c below.				a		b \$ c

ACCOUNTING CODE Refer to VZ10282, Round dollar amounts to nearest dollar. Expenditures should only reflect the portion applicable to this project.	Total Project Expenditure	Excess Costs Expenditures	STATE USE Approved
-0211 Principal/Coordinators' salaries	\$	XXXXXX	\$
-0212 Instructors' salaries	XXXXXX	XXXXXX	
a. 9-month salary (Vocational Responsibility Only)		XXXXXX	
b. Extended contract salary *			
c. Voc. student organization advisor stipend *			
-0213 Clerical salaries		XXXXXX	
-0232 Instructional supplies *			
-0233 Instructional minor equipment *			
-0252 Inservice training expenses		XXXXXX	
-0258 Instructional travel expenses *			
-0285 Consultants' fees		XXXXXX	
-0288 Consultants' travel		XXXXXX	
-0734 Instructional equipment, maintenance, repair and leasing *			
-1164 Major instructional equipment *			
-1059 SS, TR, PERS, etc. (14% of above salaries)		XXXXXX	
<b>TOTAL PROJECT EXPENDITURES</b> →	\$		\$
(Refer to Part II)			
<b>TOTAL EXCESS COSTS</b> →		\$	\$

\*Excess Cost Item



## PART II—Unusual Circumstances for not Maintaining Fiscal Effort

If the total project expenditures reported in Part I are not equal to the expenditures for the preceding year, you have not maintained effort. If this is due to unusual circumstances, such as major equipment expenditures or a teacher change, please explain.

### PART III—List of Major Instructional Equipment Purchased

List all major instructional equipment having a unit cost of \$300 or more.

Name of Equipment	DESCRIPTION (Type, make, size, model, etc.)	Quantity	Total Cost
			\$
Attach additional sheets if necessary.			\$
Transfer total to -1164 on Part I			



State of Montana  
Office of Public Instruction  
Ed Argenbright, Superintendent  
Helena, MT 59620

**AUTHORIZATION OF  
VOCATIONAL EDUCATION PERSONNEL**  
Due: Two weeks prior to  
start of program

**DIRECTIONS:**

1. Submit only for personnel not previously approved or for upgrading personnel.
2. District superintendent submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620.

Name of Applicant: \_\_\_\_\_ ☐ M ☐ F Date: \_\_\_\_\_

School: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Vocational Education Program(s) \_\_\_\_\_

Educational Degrees: \_\_\_\_\_ Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Date Rec'd \_\_\_\_\_

Class of teaching certificate presently held: \_\_\_\_\_ Endorsements: \_\_\_\_\_

Professional courses completed such as: (philosophy of ---, teaching methods of ---, adult methods of ---, curriculum instruction in ---, and instructional materials in vocational education, and administration of and/or coordinating practices in cooperative vocational education).

Courses		Name of Course	Quarter Credits	Institution
Dept.	Number			

**Related occupational experience (other than teaching):**

Name and Address of Employer	Date of Employment		Part-time	Full-time	Title of Position and Nature of Duties
	From	To			

Signed: \_\_\_\_\_

Verified by: \_\_\_\_\_

Applicant \_\_\_\_\_

District Superintendent \_\_\_\_\_

**FOR OFFICE OF PUBLIC INSTRUCTION USE ONLY:**

Approval: \_\_\_\_\_

Date: \_\_\_\_\_

Provisions: \_\_\_\_\_

Signed: \_\_\_\_\_

Level:      Secondary ☐      Postsecondary ☐      Adult ☐      Teacher Training ☐





State of Montana  
Office of Public Instruction  
Ed Argenbright, Superintendent  
Helena, MT 59620

ADDENDUM FOR COOPERATIVE  
VOCATIONAL EDUCATION PROGRAM

DUE:

**DIRECTIONS:**

1. District superintendent submit one copy to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Helena, MT 59620, with completed Proposal for Vocational Education Program (VZ0282 or VZ1082) applicable to this proposal.
2. Use the following outline in describing the purpose and operation of the cooperative portion of the program. (**Attach sheets as necessary.**)

District No.	County	City	Zip Code	School Name
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1. If this is a multi-occupation cooperative program, list the occupational areas (by USOE Codes and Titles) which the coordinator will coordinate.
2. Name of coordinator: \_\_\_\_\_
3. Number of coordination periods per day: \_\_\_\_\_
4. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and wages?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
5. Does the employer with whom the agreement is made follow equal employment opportunity guidelines and assure that no person on the basis of race, sex, creed, national origin, or disability shall be discriminated against, excluded from participation in, be denied the benefits of any federal or state funded vocational educational program or activity?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
6. Does the program provide for liability and industrial insurance protection?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
7. Describe the procedures used to assure that suitable training stations are available for students enrolled in the cooperative program.
8. Describe additional costs to students and/or employers for participation in this program (if applicable).
9. Describe the procedures used to assure that placement of cooperative vocational education students will not displace regularly employed workers.
10. Attach a sample copy of the cooperative training agreement and the policies which govern cooperative training.
11. Attach a sample copy of the cooperative training evaluation form(s) to be used.
12. Attach a sample copy of the training plan forms to be used.

Signed: \_\_\_\_\_  
Teacher-Coordinator

Date \_\_\_\_\_



## Instructions for Completing the Secondary Vocational Education Student Enrollment Report

**Introduction:** The Secondary Vocational Education Student Enrollment Report provides information needed to initiate the student follow-up to be conducted by the Vocational Education Services Department of the Office of Public Instruction. This report also establishes a pupil count used to determine funding and furnishes statistical data for state vocational education planning.

**Instructions:** The vocational instructor must complete a separate student enrollment report listing all students enrolled in each approved vocational education class. This report is for students on the class roll as of the 15th day of the semester. Local administration will return this report to Vocational Education Services, Office of Public Instruction, State Capitol, Helena, MT 59620.

**Due Date:** First semester—October 1; second semester—February 15.

**School Name:** Full school name.

**H.S. District No.:** High school district number.

**City, Zip:** Enter the city and zip code in which the school is located.

**Class Title:** Enter the name of the vocational class. Example: welding, food and nutrition.

**Instructor:** The instructor or the person responsible for completing the form.

**Co-op:** Enter a check (✓) in the appropriate box to indicate whether or not the class is conducted as a cooperative vocational education program.

**Program Area:** Enter a check (✓) by the appropriate program area.

**Class Periods:** Indicate with a check (✓) the number of periods in a school day.

**Class Length:** Indicate with a check (✓) the number of periods this class meets each day. (The number of periods an individual student is in this class each day.)

**Class Schedule:** Indicate with a check (✓) which scheduling arrangement is appropriate for the class.

**Certification:** The report must be signed by the instructor of the class. All reports should be given to local administrators for final submittal.

**Student Name:** Student's full name, entered by last name, first name, middle initial.

**Sex:** Enter 1 for male, 2 for female.

**Race:** Enter one of the following codes:

- 1—American Indian/Alaskan Native
- 2—Asian/Pacific Islander
- 3—Black, not Hispanic
- 4—Hispanic
- 5—White, not Hispanic
- 6—Non-Resident Alien

**Grade:** Enter the student's grade level. Example: 9 = ninth grade, 10 = tenth grade, 11 = eleventh grade  
12 = twelfth grade.

**Handicapped Code:** A handicapped person is someone who has a physical or mental impairment. Enter one of the following codes if the student is handicapped:

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1—Mentally retarded               | 7—Orthopedically impaired      |
| 2—Hard of hearing                 | 8—Other health impaired        |
| 3—Deaf                            | 9—Specific learning disability |
| 4—Speech impaired                 | 10—Deaf/blind                  |
| 5—Visually handicapped            | 11—Multihandicapped            |
| 6—Seriously emotionally disturbed |                                |

**Disadvantaged:** A disadvantaged person (other than handicapped) is one who meets one of the following definitions. Check the appropriate box(es).

**Econ:** Economically disadvantaged refers to any of the following:

- 1. family income at or below national poverty level.
- 2. participant or parent(s) or guardian of participant is unemployed.
- 3. participant or parent(s) of participant is recipient of public assistance.
- 4. participant is institutionalized or under state guardianship.

Operationally, economic disadvantage can be determined by reporting students who are participating in BEOG, Work-Study programs, or similar financial aid.

**Acad:** Academically disadvantaged refers to persons who:

- 1. lack reading and writing skills.
- 2. lack mathematical skills.
- 3. perform below grade level.

Operationally, academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation.

**LEP:** Limited English Proficiency refers to any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Operationally, enrollment in English as a second language can be used as a criteria.

**Instructional Setting Code:** For students who are indicated as handicapped or disadvantaged, enter the instructional setting code as follows:

- 1—Mainstream/No Support Program. Full participation in a mainstream vocational education program where no VEA funds are provided.
- 2—Mainstream/Support Program. Mainstream program with added support services provided by VEA funds to assist the student.
- 3—Separate Program. A program whose enrollment is limited to handicapped or disadvantaged students.





State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	SECONDARY VOCATIONAL EDUCATION STUDENT ENROLLMENT REPORT				FY	SCHOOL CODE	OE CODE	SEC 140	PROB	PRIOR.
--	---	--	--	--	----	----------------	------------	------------	------	--------

Refer to Instruction Sheet before completing.		DUE DATE: October 1, 1982		PROGRAM AREA: (Check one)					
---	--	---------------------------	--	---------------------------	--	--	--	--	--

School Name: _____	Class Title: _____	_____01.	Agriculture	_____09.01	Consumer Homemaking
H.S. Dist. No. _____	Instructor: _____	_____04.	Distributive	_____09.02	Home Ec. Wage Earning
City, Zip: _____	Co-op? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____07.	Health	_____17.	Trades and Industry
		_____14.	Business & Office	_____99.	Industrial Arts

**CERTIFICATION:** I hereby certify that this is a true and complete report of vocational student enrollment for this class

Instructor signature \_\_\_\_\_ Date \_\_\_\_\_

Number of periods in school day: (check one) ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

Class meets each day for: (check one) ☐ one period ☐ two periods ☐ three periods

Class is scheduled for: (check one) ☐ entire year ☐ semester

(Please type and follow instruction sheet)

Enter last name, first name, middle initial STUDENT NAME	Enter last name, first name, middle initial STUDENT NAME	Enter last name, first name, middle initial STUDENT NAME
1. _____	17. _____	33. _____
2. _____	18. _____	34. _____
3. _____	19. _____	35. _____
4. _____	20. _____	36. _____
5. _____	21. _____	37. _____
6. _____	22. _____	38. _____
7. _____	23. _____	39. _____
8. _____	24. _____	40. _____
9. _____	25. _____	41. _____
10. _____	26. _____	42. _____
11. _____	27. _____	43. _____
12. _____	28. _____	44. _____
13. _____	29. _____	45. _____
14. _____	30. _____	46. _____
15. _____	31. _____	47. _____
16. _____	32. _____	48. _____

VM0382



**Instructions:**

1. Distribute Student Enrollment Report forms for instructors to complete for each approved vocational education class. Provide individual instructors with information they may need to complete the handicapped/disadvantaged portion of the form.
2. Submit forms for all approved vocational classes in one packet along with this certification form signed by the district superintendent or other designated person. Send to the Department of Vocational Education Services, Office of Public Instruction, State Capitol, Helena, MT 59620.

**Certification:**

I hereby certify that the attached Student Enrollment Reports are true and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent or Designee

**Attached Reports:**

Please indicate the number of reports submitted according to program area.

Agriculture/Agribusiness \_\_\_\_\_

Consumer Homemaking \_\_\_\_\_

Distributive/Marketing \_\_\_\_\_

Home Ec. Wage Earning \_\_\_\_\_

Health Occupations \_\_\_\_\_

Trades and Industry \_\_\_\_\_

Business and Office \_\_\_\_\_

Industrial Arts \_\_\_\_\_





**1982**  
**12th Grade Data Card**

Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Address where you may be reached after graduation:

\_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: \_\_\_\_\_

Parents Name: \_\_\_\_\_ Address: \_\_\_\_\_

Check the occupational area you plan to enter.

_____ Agriculture/Agribusiness	_____ Health Occupations
_____ Business/Office	_____ Home Economics/Wage Earning
_____ Consumer Homemaking	_____ Trade & Industries/Industrial Arts
_____ Marketing/Distributive Education	_____ Other (Specify) _____

After graduation my career goal is: (check one)

\_\_\_\_\_ Full-time employment  
\_\_\_\_\_ Part-time employment  
\_\_\_\_\_ Further education ( \_\_\_\_\_ Vo-tech, \_\_\_\_\_ Comm. College, \_\_\_\_\_ Private School, \_\_\_\_\_ College)  
\_\_\_\_\_ Military service  
\_\_\_\_\_ Other (specify) \_\_\_\_\_

Please indicate the **number of semesters** you have completed in each of the following areas:

_____ Agriculture Production	_____ Body and Fender Repair
_____ Agricultural Mechanics	_____ Mechanics
_____ Ornamental Horticulture	_____ Drafting
_____ Forestry	_____ Electricity/Electronics
_____ Marketing/Distributive Education	_____ Graphic Arts
_____ Health Occupations	_____ Metal Working/Machine Shop
_____ Consumer Homemaking	_____ Welding
_____ Home Economics Occupational Preparation	_____ Broadcasting
_____ Business and Office	

\_\_\_\_\_ Cooperative Education

\_\_\_\_\_ Woodworking/Building Construction

\*Number of semesters:

1 hr. per day = 1 semester

2 hrs per day = 2 semesters





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OFFICE OF PUBLIC INSTRUCTION

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STATE CAPITOL  
HELENA, MONTANA 59601  
(406) 449-3095

Ed Argenbright  
Superintendent

Date

TO: Former High School Vocational Education Students

FROM: Department of Vocational Education Services  
Office of Public Instruction

The Department of Vocational Education Services of the Office of Public Instruction is constantly striving to improve vocational education services and programs throughout Montana. A very good way to evaluate program quality is to solicit opinions from former vocational students.

You have been selected as a graduate of a high school vocational program to complete the enclosed questionnaire. Your responses are confidential and will be treated anonymously. Your participation in this questionnaire is vitally important to the success of this project. Please return the completed questionnaire by folding, sealing and mailing as soon as possible. If you should need assistance from this office, please call the education hotline 1-800-332-3402. Your cooperation is sincerely appreciated.

Thank you.

VM14882





**High School Vocational Education  
Follow-Up Questionnaire**

-----

Name \_\_\_\_\_  
Last First Middle Initial

Address \_\_\_\_\_  
Street City State Zip

Please respond to the following:

1. a. What is your current educational status? (check one)  
\_\_\_\_\_ Currently attending school full-time  
\_\_\_\_\_ Currently attending school part-time  
\_\_\_\_\_ Not currently attending school  
  
b. Is your area of study  
\_\_\_\_\_ Related to field of vocational training?  
\_\_\_\_\_ Not related to field of vocational training?
2. What is your current employment status? (check one)  
\_\_\_\_\_ Employed (includes part-time and temporary employment; does not include full-time military service)  
\_\_\_\_\_ Employed (full-time military service)  
\_\_\_\_\_ Unemployed (not employed, but actively seeking employment)  
\_\_\_\_\_ Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, or other such reasons)
3. Please provide the following information on your *present* job.
  - a. Name of company or firm (if self-employed, please write "self") \_\_\_\_\_
  - b. Company or firm mailing address \_\_\_\_\_
  - c. Your immediate supervisor \_\_\_\_\_
  - d. What is your job title? \_\_\_\_\_
  - e. What are your major job duties? \_\_\_\_\_
4. Is your job related to your field of vocational training?  
\_\_\_\_\_ Yes, it is directly or closely related.  
\_\_\_\_\_ No, it is only remotely related or is not at all related.
5. Please indicate your hourly wage: \$ \_\_\_\_\_ per hour.
6. In light of your experience on your job(s) since leaving high school, how would you rate the overall training you received in your vocational program at the high school level?  
\_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Adequate \_\_\_\_\_ Inadequate
7. Please make comments or suggestions on the reverse side of this form on how your high school could improve the vocational education program in which you were enrolled. (reverse side)
8. What activity in high school, in terms of your current occupational and employment status, was of most benefit to you?  
First \_\_\_\_\_  
Second \_\_\_\_\_
9. I grant permission to obtain additional information from my present employer related to my vocational training for the job which I presently hold.  
\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please sign: \_\_\_\_\_





OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL  
HELENA, MONTANA 59601  
(406) 449-3095

Ed Argenbright  
Superintendent

Date

TO:

FROM: Department of Vocational Education Services  
Office of Public Instruction

Dear Employer:

The Department of Vocational Education Services in the Office of Public Instruction is constantly striving to improve vocational education services and programs to better serve Montana. An effective way to evaluate program quality is to solicit opinions from employers concerning the vocational graduates they employ.

We recently completed a survey of former vocational education students. The student whose name is listed on the enclosed form indicated that you are, or have been, his/her supervisor. He/she has consented to being evaluated in this employer survey.

We would appreciate your taking a few minutes to answer the enclosed questionnaire. Your responses are completely confidential and will be treated anonymously. Your participation in this project is vitally important to its success. Please return the completed questionnaire by folding, sealing and mailing as soon as possible. If you should need assistance, please call the education hotline 1-800-332-3402. Thank you for your cooperation.

VM14782



# Employer Questionnaire

\_\_\_\_\_  
(Code Number)

**Purpose:** In order to improve future vocational programs at the high school level, we request you complete the following questionnaire. The named employee has granted his/her permission allowing us to contact you.

## Personal Information

Employee Name \_\_\_\_\_  
Last First Middle

Indicated Employer \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

1. Please rate the performance of the individual in the following areas:

Very Good Good Neutral Poor Very Poor

- |                              |       |       |       |       |       |
|------------------------------|-------|-------|-------|-------|-------|
| a. technical knowledge       | _____ | _____ | _____ | _____ | _____ |
| b. work attitude             | _____ | _____ | _____ | _____ | _____ |
| c. work quality (job skills) | _____ | _____ | _____ | _____ | _____ |
| d. work habits               | _____ | _____ | _____ | _____ | _____ |

2. What is your overall rating of the vocational preparation of this individual as it relates to the requirements of his/her job?

Very Good \_\_\_\_\_ Good \_\_\_\_\_ Neutral \_\_\_\_\_ Poor \_\_\_\_\_ Very Poor \_\_\_\_\_

3. How would you rate this employee's preparation in relation to other employees in his/her work group who did not receive vocational training?

- \_\_\_\_\_ No basis for comparison
- \_\_\_\_\_ Individual is better prepared
- \_\_\_\_\_ Both are about the same
- \_\_\_\_\_ Individual is less prepared

4. What suggestions do you have for improving the technical and/or personal skills of vocational education students who will be hired by your firm?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your cooperation. Please fold, seal and mail.





State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, MT 59620	PROGRAM APPRAISAL FOR VOCATIONAL EDUCATION	
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DUE: May 15, 1983
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District No.  _____ High School	County	City and Zip Code	School
---------------------------------------	--------	-------------------	--------

**I. Type of Program (check appropriate item)**

- |                               |                             |
|-------------------------------|-----------------------------|
| _____ Agriculture             | _____ Business and Office   |
| _____ Distributive Education  | _____ Trade and Industry    |
| _____ Health Occupations      | _____ Industrial Arts       |
| _____ Consumer and Homemaking | _____ Cooperative Education |

**II. Level of Program** \_\_\_\_\_ **Secondary**

**III.** This data collection is required in accordance with the Vocational Education Amendment of Public Law 92-482, the Montana State Plan for Vocational Education and the Administrative Rules of Montana.

**IV. Directions:**

1. The self-evaluation should be completed by the instructor(s) of **each approved vocational program in the school district.**
2. Advisory Committee members should assist the instructor(s) in the program appraisal.
3. Written comments following each item are encouraged.
4. A "Yes" or "No" will indicate your response to the question.
5. The original of each program appraisal should be submitted to the Director of Vocational Education Services, Office of Public Instruction, Helena, MT 59620.
6. If an on-site vocational program evaluation was conducted in your school this year, you may submit a copy of the recommendations and the school's plan for improvement, in lieu of this report.



1. **The program must have the primary objective of developing skills leading to employment as well as entry into advanced vocational training.**
  - a. Does the educational philosophy of the school contain statements identifying the role of vocational education in the school programs?
  - b. Do the school's educational goals require the development of skills leading to employment and/or advanced vocational training?
2. **Specific objectives must be defined in terms of skills to be developed and related to a specific occupation by U.S. Office of Education course code numbers.**
  - a. Are specific instructional objectives defined in terms of skills to be developed?
  - b. Are specific instructional objectives related to a specific occupation by USOE code number?
3. **The program must be based on the vocational education needs of students in the area. A needs assessment must be made during initial planning. Program information must be projected for a five-year period.**
  - a. Are area students' interests, needs and abilities assessed?
  - b. Are community employment needs assessed?
  - c. Is the needs assessment used in the planning process?
  - d. Is program planning information projected for a five-year period?
4. **Programs must be developed and conducted in consultation with an advisory committee. The committee must include members of both sexes from business, industry and labor. It should represent a cross section of men and women active in the occupation. Minorities residing in the area served by the committee must be appropriately represented.**
  - a. Are advisory committees utilized in the program development and management process?
  - b. Does the advisory committee membership include both sexes?
  - c. Does the advisory committee meet at least once each year?
  - d. Are business, industry and labor included in the advisory committee membership?
  - e. Are minutes of advisory committee meetings recorded and on file at the school?
  - f. Are members of the committee active in the occupation?
  - g. Are minorities residing in the district appropriately represented on the committee?
5. **Instruction must be based on an analysis of skills and knowledge required in the occupation.**
  - a. Is curriculum development based on a job (task) analysis of the occupation?
  - b. Are the skills and knowledge being taught currently required in the occupation?

	Yes	No	
<p>6. The program must develop leadership and character through activities that accommodate the transition from school to job. Vocational student organizations (Future Farmers of America [FFA] and Distributive Education Clubs of America [DECA]) are required for vocational agriculture and marketing and distributive education respectively. Student organizations in other programs are highly recommended.</p> <ol style="list-style-type: none"> <li>Is an FFA chapter part of the Vocational Agriculture program?</li> <li>Is a DECA chapter part of the Distributive Education program?</li> <li>Do vocational student organizations provide leadership and character development activities?</li> <li>Are student organizations utilized in other program areas?</li> </ol>			
<p>7. Provisions must be made for vocational guidance which shall include, but not be limited to, occupational information and career counseling.</p> <ol style="list-style-type: none"> <li>Are vocational guidance services provided?</li> <li>Are counseling and placement activities part of guidance services?</li> <li>Is occupational/career information provided as part of guidance services?</li> </ol>			
<p>8. Students must be selected for enrollment on the basis of their interest in the occupation, and their ability to profit from the instruction. Prerequisite courses are required which provide students with information and experiences to make sound choices of occupations and advanced training.</p> <ol style="list-style-type: none"> <li>Are students selected for vocational classes based upon their interest and ability to profit from the instruction?</li> <li>Are prerequisite courses required?</li> <li>Do prerequisite courses provide students with information and experiences enabling them to make sound occupational and training decisions?</li> </ol>			
<p>9. Instructors must be occupationally competent and certified in the vocation to be taught.</p> <ol style="list-style-type: none"> <li>Is the instructor certified in the area he/she is teaching?</li> <li>Does the instructor have sufficient and current work experience?</li> </ol>			
<p>10. Instructional equipment and facilities are to be comparable to those used in the occupation; adequate for the maintenance of acceptable educational, health and safety standards; and capable of accommodating male, female and handicapped students.</p> <ol style="list-style-type: none"> <li>Are the instructional equipment and facilities comparable to those used in the occupation?</li> <li>Are adequate health and safety practices maintained?</li> <li>Are instructional equipment and facilities capable of properly accommodating male, female, handicapped and disadvantaged students?</li> <li>Is an up-to-date equipment inventory maintained which identifies items purchased with state funds?</li> </ol>			



- |  | Yes | No | COMMENT |
|--|-----|----|---------|
| <p>11. Provisions shall be made for job placement, annual follow-up of program completers and program evaluations.</p> <ul style="list-style-type: none"> <li>a. Are provisions made for job training and/or placement activities?</li> <li>b. Is an annual follow-up of program completers conducted?</li> <li>c. Is an annual program evaluation conducted?</li> </ul>   |     |    |         |
| <p>12. The maximum number of students per class shall be determined by the work being done, equipment being used, ease of supervision, safety factors, space and resources available, and the need for individual student instruction. Class size maximums are given for each program under its specific requirements. Approval for a larger class must be obtained in advance and will be granted only when evidence that adequate provisions have been made to ensure that the larger number will not hinder the success of the program. Deficiencies in some cases may dictate a smaller number of students per class.</p> <ul style="list-style-type: none"> <li>a. Is the class size, length, and load within the program standard?</li> <li>b. If the standard was not met, had appropriate approval been requested in advance?</li> </ul>   |     |    |         |
| <p>13. Programs must be planned with regard to how they will relate to other employment and training programs conducted in the area.</p> <ul style="list-style-type: none"> <li>a. Are programs planned with regard to how they will affect other training programs offered in the district?</li> </ul>  |     |    |         |
| <p>14. Provisions shall be made to ensure equal access to all programs by female, male and handicapped students; to review, evaluate and replace sex-biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling, especially for students choosing to enter nontraditional occupations; and to seek job placement dependent on the students' abilities, needs and interests rather than on cultural or sex stereotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.</p> <ul style="list-style-type: none"> <li>a. Are there provisions ensuring equal access to all programs regardless of sex, handicap, race, creed, religion, etc.?</li> <li>b. Are provisions made to review, evaluate and replace sex-biased learning materials?</li> <li>c. Are provisions made for guidance and counseling of all students, regardless of sex, in nontraditional occupational areas?</li> <li>d. Are job training and/or placement activities based upon the students' abilities, needs and interests rather than sex and cultural stereotyping?</li> <li>e. Do applications describe the procedures in effect to eliminate sex stereotyping?</li> <li>f. Are there provisions to ensure all facilities and equipment are available to all students regardless of sex, handicap, etc.?</li> </ul> |     |    |         |

	Yes	No	COMMENT
<p>15. The school shall participate in the Montana Vocational Education Information System by providing information as required.</p> <ul style="list-style-type: none"> <li>a. Are all reporting forms requested by the Office of Public Instruction completed by the school?</li> <li>b. Are all reporting forms completed and returned in accordance with identified time lines?</li> </ul>			
<p>16. Each program shall conduct a yearly self-evaluation and submit a copy to the Office of Public Instruction. The program shall cooperate with the Office of Public Instruction in a thorough team evaluation which shall be conducted at least every five years.</p> <ul style="list-style-type: none"> <li>a. Are the results of the annual program self-evaluation submitted to the Office of Public Instruction?</li> <li>b. Do programs participate in an on-site Office of Public Instruction team evaluation at least once during each five-year period?</li> </ul>			
<p>17. Local educational agencies shall use vocational education funds to supplement (add to, enhance) local funds to improve vocational programs. Funds will not be approved when it has been determined that supplanting (replacing) of local funds will occur. A school shall not decrease the amount spent in the vocational programs from one year to the next, figured either on an aggregate or per student basis, unless "unusual circumstances" exist, such as large expenditures in previous years for equipment.</p> <ul style="list-style-type: none"> <li>a. Are state vocational education excess cost funds used to supplement rather than supplant local funds?</li> <li>b. Is the amount spent in the vocational program equal to the amount spent during the previous year?</li> </ul>			

18. Accounting procedures must use standard school accounting codes. A yearly certified expenditure report will be submitted showing the actual expenditure of funds compared to the last approved budget. Records will be kept locally for audits. These records will include invoices, purchase orders, warrant numbers and other documents. Records for funded programs by six-digit course codes will be separated from non-funded programs. (History: Sec. 20-7-301(7) MCA; IMP, Sec. 20-7-303 MCA; NEW, 1979 MAR pp. 1130-1143, Eff. 9/28/79, AMD, 1980 MAR p. 134, Eff. 1/18/80.)
- Do accounting procedures use standard school accounting codes?
  - Is an annual certified expenditure report submitted to the Office of Public Instruction?
  - Is the annual budget specific in the breakdown of amounts available to specific categories (equipment, instructor travel, equipment maintenance, etc.)?
  - Do local records include invoices, purchase orders, warrant orders, warrant numbers, and other purchasing records?
  - Are expenditures for funded six-digit course codes separated from non-funded programs?

SIGNED:

Program Instructor(s) completing this form

DATE

SIGNED:

Advisory Committee Chairperson

DATE

SIGNED:

Superintendent of Schools

DATE





## APPENDIX VI

### DEFINITION OF VOCATIONAL EDUCATION TERMS

ADULT VOCATIONAL EDUCATION PROGRAM is a program designed for persons 16 years of age or older who have completed or left high school; are employed or underemployed and who need training or retraining (less than 25 hours per week) to enter the labor market or to achieve stability or advancement in employment. Consumer and homemaking enrichment courses are included under this definition. Training may include supplemental, apprentice and short-term preparatory programs.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

CURRICULUM DEVELOPMENT PROGRAM includes the development and dissemination of vocational education curriculum materials for new and changing occupational fields and for individuals with special needs (disadvantaged and handicapped); and the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex.

DISADVANTAGED PROGRAM is designed for persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

DISTRICT SUPERINTENDENT, as referred to on the applications, is the district superintendent of public schools or the chief administrative officer of units of the university system, community colleges and state institutions.

EXEMPLARY PROGRAM means a program designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs, including (1) programs designed to develop high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals; (2) programs designed to develop training opportunities for persons in sparsely populated rural areas and for individuals migrating from farms to urban areas; (3) programs of effective vocational education for individuals with limited English-speaking ability; (4) establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and (5) programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including (a) programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations and (b) programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education. Priority will be given to programs designed to reduce sex stereotyping in vocational education.



HANDICAPPED PROGRAM is designed for persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program.

INSTRUCTIONAL LEVELS: S-secondary, PS-postsecondary, A-adult, TT-teacher training.

LOCAL ADVISORY COUNCIL means a group composed of members of the general public, especially representatives of business, industry, labor, education and training, organized to provide the local educational agency with advice on current job needs and the relevancy of courses being offered by such agency in meeting such needs. Policy requires that each program have a program advisory committee. These committees may be subcommittees of the total local vocational education advisory council.

LOCAL EDUCATIONAL AGENCY means a board of trustees or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program.

RESEARCH PROGRAM includes (1) applied research and development in vocational education; (2) experimental, developmental, and pilot programs designed to test the effectiveness of research findings, including programs to overcome problems of sex bias and sex stereotyping; (3) improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed under this section to insure that such curricula do not reflect stereotypes based on sex, race, or national origin; (4) projects in the development of new careers and occupation, such as--(a) research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles with the potential for advancement from one level to another; (b) training and development projects designed to demonstrate improved methods of securing the involvement, cooperation and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs of the employment of persons in the fields described in subparagraph (a), including programs to prepare professional (including administrators) to work effectively with aides; and (c) projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and (5) dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

SUPPORT SERVICE PROGRAMS means skill assessment, employment counseling, job placement and follow-up services for persons from the following target groups: (1) persons who had been solely homemakers but who now, because of dissolution of marriage, must seek employment; (2) persons who are single heads of households and who lack adequate job skills; (3) persons who are currently homemakers and part-time workers but who wish to secure a full-time job; (4) women (men) who are now in jobs which have been traditionally considered job areas for females (males) and who wish to seek employment in job areas that have not been traditionally considered job areas for females (males); and (5) women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.

VOCATIONAL EDUCATION PROGRAM means an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAM means a program designed to improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel.

VOCATIONAL GUIDANCE means those activities which assist students in (1) identifying their aptitudes, interests, abilities, skills, aspirations and any other considerations that relate to choosing an occupation; (2) identifying such information on specific occupations that fits their interests and abilities, as (a) nature of the work, (b) training and qualifications required, (c) employment outlook, (d) earnings and working conditions, and (e) places of employment; and (3) developing skills in decision making that will enable them to choose an occupation that will meet their needs and allow them to develop their full potentials.



## APPENDIX V

### INSTRUCTIONS FOR COMPLETING VOCATIONAL EDUCATION STUDENT FOLLOW-UPS

#### I. SECONDARY VOCATIONAL EDUCATION STUDENT ENROLLMENT REPORT

Due date: October 1 and February 15

- A. The top half of the form furnishes statistical data for excess cost vocational education funding. This information must be accurate. Please refer to the goldenrod information sheet for explicit instructions.
- B. Using the goldenrod instruction sheet, the instructor will complete the student enrollment report listing all students (grades 9-12) in each approved (funded) vocational education class. The report will include all students on the class roll as of the 15th day of the semester.
- C. When completing the information regarding sex, race, handicapped code, disadvantaged code, LEP and instructional setting code, report the total number of students in each category in each class.
- D. The instructor of each approved (funded) vocational education class will complete one form for each class and certify that information is true and correct by providing his/her signature on the enrollment report.

#### II. TWELFTH GRADE DATA CARD

- A. The cards will be sent to instructors of approved (funded) vocational education classes, who have twelfth grade students enrolled. Normally the card will be computer generated.
- B. All seniors who are enrolled in an approved (funded) vocational education class will complete the card. They are to provide their name, year of graduation, address, birthdate, etc. Also, they are to check which occupational area they plan to enter and what their career goal will be after graduation. On the back of the card they are to signify the number of semesters they have enrolled in each of the specified classes (1 hr. = 1 semester, 2 hrs. = 2 semester, etc.).
- C. Instructors are to review the card and the requested information with the student explaining the purpose of it and the overall vocational follow-up process.
- D. The completed cards are to be returned to the Office of Public Instruction, State Capitol, Helena, MT 59620.

#### III. COVER LETTER TO FORMER HIGH SCHOOL VO-ED STUDENTS (sample)

- A. Normally this letter will be computer generated and sent to students who were enrolled in secondary vocational programs prior to graduation. The letter is provided for reference and student information.



#### IV. HIGH SCHOOL STUDENT VOCATIONAL EDUCATION FOLLOW-UP QUESTIONNAIRE (sample)

- A. The questionnaire is computer generated and will accompany the student cover letter to parents and graduated vocational students, one year after graduation in accordance with information provided on the blue card.
- B. If a student cannot be contacted, the parent can complete the questionnaire (as much as possible) and return it.

#### V. COVER LETTER TO EMPLOYER (sample)

- A. The computer-generated cover letter will accompany the employer questionnaire. The purpose of the letter is to explain the follow-up study process and the employer questionnaire to employers of vocational program graduates.

#### VI. EMPLOYER QUESTIONNAIRE (sample)

- A. The questionnaire, which is computer generated, will accompany the employer cover letter.
- B. The employers of vocational program graduates are contacted (providing graduates give their permission) in an attempt to evaluate the graduates' secondary vocational program.
- C. The employer will complete the questionnaire and return it to the Department of Vocational Education Services, Office of Public Instruction, State Capitol, Helena, MT 59620.

Upon completion of item VI, the entire process will have been completed. The information received will be programmed in the office computer. A computer report will be provided each school identifying information by program/region.

Instructors should take one class period to explain the entire process and identify the forms for students. Hopefully, this effort will encourage them to respond to the follow-up questionnaire when they receive it.



## REFERENCES

Available from the Office of Public Instruction, Division of Vocational Education Services:

Program Appraisal for Vocational Education

Self-Evaluation Preparation Procedures

An Evaluation for Vocational Education Programs in Montana--  
Administration/Guidance & Counseling/Special Needs

An Evaluation for Vocational Education Programs in Montana--  
Program Instrument

Cooperative Education Training Agreement

Cooperative Education Training Plan

Cooperative Education Employer's Cooperative Rating Form

Cooperative Education Student's Weekly Production Record

Cooperative Education Student's Semester Tally Sheet

Technical Assistance Inventory





